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## *In This Issue:*

**We Choose the Airplane**

*Sister M. Teresa, S. C. L.*

**Are You Assigned to Vacation School?**

*Sister Anne Catherine, C. S. J.*

**Mind and Soul: A General Commencement Address**

*Edward A. Fitzpatrick, Ph. D.*

**Amateur Radio, a First-class Hobby**

*Sister M. Charlotte, C. S. J.*

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**Summer Offerings of Catholic Colleges**



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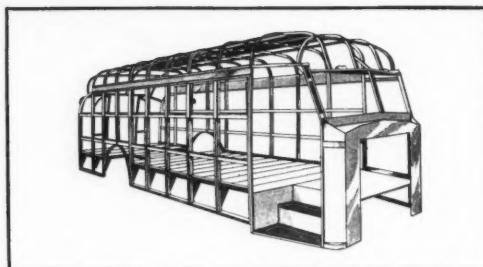


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# The CATHOLIC SCHOOL JOURNAL

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No. 6

## A Plea for Efficiency

### WE CHOOSE THE AIRPLANE

*Sister M. Teresa, S.C.L.\**

EVERYONE recognizes that in our Catholic high schools we are doing an excellent educational and spiritual work and incidentally saving our entire country millions of dollars in school expenses, but we still ask ourselves if there is even more that we can accomplish. Are we getting the best possible results? Are our Catholic high schools functioning with maximum efficiency?

The scientific definition of efficiency will serve our purpose admirably, i.e., efficiency is the ratio of output to input, the ratio of the work performed by the machine to the work put into the machine. This is never 100 per cent because of losses in overcoming friction. Sometimes, too, the machine may be misdirected. Sometimes valuable by-products are allowed to go to waste. The alert industrialist minimizes waste of effort, diminishes the loss of materials, and eagerly seizes upon new methods of utilizing all by-products.

We must watch to follow this same procedure in our educational activities. Pastors, parents, and teachers are contributing generously to the functioning of the Catholic school system, but is all this effort being utilized to the full, or is some of it being wasted because of irregularities that could be remedied? The over-all picture is encouraging, but a few points merit consideration.

#### Utilize Specialization

Again and again at university summer sessions or at conventions, I have heard

from Sisters of various religious orders and congregations comments uttered with no note of complaint, always with edifying submission to authority and eagerness to obey, "Just get your master's degree in a subject, and you're sure not to teach in that area for five or ten years." Or, "I got my M.A. in history five years ago, and this is the first opportunity I've had to teach it." In recent years there has been an improvement along this line, but we still need to remember that all sense of economy ought not be thrown to the winds simply because somehow God will surely help those of us in His service who struggle along teaching several subjects for which we have only minimum qualifications while someone else is plugging equally hard in the area in which we have majored. We laughingly, though somewhat regretfully, accept the irony of the situation and lovingly carry out the will of God, but sometimes we wonder if God wouldn't be as well pleased if we were directed to use our natural talents and the specialized training given to us at great expense by our institute or order. After all, didn't our Lord always build the supernatural on the natural? The most difficult and nerve-wracking way is not necessarily the best way.

Not only is anxiety eliminated when teachers are assigned to work in their major area, but conservation of time results. Even with the best religious dispositions, few of us have time to prepare for four or five or even six classes (few are so fortunate as to have only four) unless those classes, or most of them, are in our major area.

#### Conserve Preparation Time

Another way to conserve time and energy in schools large enough to have three or four divisions of a class is to assign all of those divisions to one teacher to lessen her preparation. It is nowadays astonishing to find occasionally three Sisters, each teaching a division of English III, each having a class of English II, and another in English I, but it does sometimes happen. It would seem wise to exchange classes and let Sister A take all three of English III; Sister B, all of English II; and Sister C, all of English I. This would eliminate six daily preparations—a considerable saving of time and energy.

Not only will time be saved, anxiety lessened by such a procedure, but students will also benefit. When the teacher is adequately prepared, students receive an enriched experience, disciplinary problems vanish, papers can be carefully corrected, and there is more time for the personal guidance each teacher should offer her students.

Many Sisterhoods, when sending their members to school, feel that they are saving time and improving results by assigning them to subjects for which they have a natural liking. Not often now do we take a young woman who has native ability in speech and mathematics and make a nurse or a Latin teacher out of her, or the lover of home economics and try to make her a specialist in dramatics or philosophy. We realize that when this does happen it is waste, pure and simple, and that if ever economy should be practiced, it ought to be in God's service, where, with the ever

\*Girls' Central High School, Butte, Mont.



present shortage of help, every move should count with maximum advantage. Enthusiasm and happiness are good ball bearings; they make for efficiency.

### Place Teachers Early

Some communities of Sisters have begun to give the assignments in May for the following year, and they report favorably on such an arrangement. Sisters can get the courses they need during the summer; they can collect helpful realia; most of them are better prepared than was possible when the appointments were announced in late summer.

### Plan for the Students

Modern placement procedures save the time and energy not only of the teachers but also of the pupils, by inducting the latter into courses from which they can get maximum profit. Great progress has been made, it is true, in fitting the curriculum to the needs of the student, but this matter must be the subject of eternal vigilance. Individual aptitudes and abilities can be ascertained by means of tests and interest inventories and previous achievement records. These we must study carefully before helping students to plan their courses. And those of us who are administrators and advisers might do well to ask ourselves when we label a course as "easy" and hence suitable to those of low mental capacity, whether we have ever taken that course, and whether *we* think it easy because we took it after having built up an educational background that would make anything seem easy even if it were intrinsically difficult.

### Use Visual Aids

Slower pupils are especially helped by visual aids, but *all* profit by them. Probably no one will deny that the most valuable of all are the motion pictures. A 45-minute film in science is often more beneficial than a week's instruction without it. The same is true in business, in social studies, and in literature. In fact there is no scholastic area in which the motion picture may not be a help.

Rental expenses, however, are sometimes prohibitive, and there is also the difficulty of suitable scheduling. Some suggest that an order which conducts eight or ten high schools might well invest in films and keep them at the mother house for use in the various institutions. By the time each school has paid rent on a film, the purchase price will probably have been ab-

## THANK YOU, GOD

In all of the beautiful things You have made,  
Dearest God,  
I am thinking of You —  
In the stars, in the snow, in the light,  
in the sky,  
In the view.  
Each day as I close behind me fulfilled  
duty's door  
In my heart do I carry the light  
That now dies no more.  
I remember the joys You have sent me  
throughout the day,  
And I thank You and love You  
Even when hard was the way.  
For Your smile was on the lips of the  
child  
You sent me today;  
And Your heart was the heart of the one  
Bereft of love's soothing ray.  
Your eyes were the eyes of the one  
Who trustfully upward glanced,  
And Your fingers the ones  
That over the paper danced.  
Your mouth was the one  
That reverently opened to say  
The prayers to begin the day.  
Oh Jesus, I saw You a thousand times  
And loved You a thousand ways  
And lovingly on my knees,  
Again — I consecrate all my days.

Sister M. Margarita, C.S.J.  
St. Teresa's School  
Hutchinson, Kansas

sorbed, and the film will be at hand for several years to come. Or a diocesan school board might buy the films and rent them on a definite schedule for the schools within its jurisdiction. Why shouldn't we save the middleman's profit and use it to buy more films? Indeed, school film service is an excellent field for a consumer co-operative.

### Encourage Students

Our efficiency is increased considerably by a spirit of enthusiasm and of encouragement of our pupils. Too often we complain of them or about them because of their slowness and stupidity when we should be on the lookout for the progress they make and be quick to praise them. "Nothing succeeds like success" holds good for pupils and teachers alike. "That's a fine piece of work!" will be productive of

even better work, if it is said sincerely and enthusiastically. Schools can be run on enthusiasm, scholastically at least. (We admit the need of some money besides!) In any case encouragement increases efficiency, when encouragement can honestly be given.

### Use All By-Products

Efficiency demands good use of by-products. Now, some of the by-products of the Catholic high school are contacts with the relatives and friends of our students. A little giving of our time to show interest in these brothers and sisters in Christ might result in the saving of souls and in the lessening of bigotry and unfriendliness or in adding to a good Catholic's love of his religion and of his God. The time for it? It might be saved by teaching in our major field and teaching classes in allied subjects.

And I would plead for adult classes wherever possible. Our Holy Father the Pope is urging religious to be apostolic, and college extension classes for rural teachers and others who wish to continue their work toward a college degree, or classes for adults who have not yet finished high school are the best possible way to reach many people. Indirectly, before and after the classes, people can be influenced without suspecting that our ultimate interest is their spiritual welfare. Non-Catholics and lapsed Catholics can be reached who would never meet us otherwise. It is a great charity which all too often we leave to secular schools. Is not the instruction of others one of the ways of "giving a cup of cold water in His Name"? And why should not our buildings and our teachers be used for these extracurricular activities? To get the most out of a machine we don't let it stand idle. To get the most out of our fellow laborers, we make use of their zeal. Our Lord said, "Go and teach," not "Go and hide!"

No longer is our efficiency impaired, I think, by our smugness and self-satisfaction in the good work we are doing. Administrators and teachers are realizing that suggestions for improvement are not a sort of heresy, and champions spring up among us, not to defend the *status quo*, but to take advantage of every device, every activity by which we can serve God and our fellow men more efficiently. Like the missionaries in Alaska, we are discarding the dog sled for the airplane wherever possible. This does not lessen the merit of our service of God, and it does increase and improve the results of that service.



# Are You Assigned to Vacation School?

*Sister Anne Catherine, C.S.J.\**

**I**N TWO weeks, vacation school! Vacation school is a period of the year that looms before the religious teacher as bringing many compensations — yes, but a certain unquietness about results. The children are so direly in need of religious help! The three weeks or four of previous vacation schools have flown by before she realized it, and frequently she has retraced her way to her convent home with the feeling that much more might have been done, or the conviction that what was done might have been done much more effectively.

The ardent teacher, ruminating on these thoughts, may welcome a few suggestions. It is presumed that she has made ordinary preparation, that she is planning to follow carefully the courses provided for her by her superiors in the Confraternity of Christian Doctrine, and that she has had experience in religious vacation schools. For her attention, then, we rehearse in the paragraphs that follow some standards she may set for her apostolate of the summer.

## Teach the Liturgy

Contemplation has a large part in the so-called learning process where religion is concerned. In a class in religion, the truths and mysteries of the Faith are presented to the child by the instructor. The child drinks them in. A religious experience results for him. The subsequent activities in that lesson should be of a nature to deepen that experience, not to dissipate it. From this consideration it can be seen that the liturgy should have a vital part in the day of the religious instruction school. The Mass of the day, the mysteries of the liturgical season, the impact of the sacraments that the child has received should be the matter for more intensive and extensive treatment as well.

## Use Suitable Activities

Also from this same consideration it must be granted that excess of activity will thwart this spirit of contemplation in a class. Devices and visual aids which are distributed for classes in religion need to be subjected to severe examination. Such "projects" as cutting out religious pictures, pasting booklets, mechanically filling in blanks and workbooks cannot be closely integrated in a serious lesson. Further-

more, complete "busyness" is not desirable. It is impossible, all teachers agree, to fill a three-hour vacation school day with formal teaching of religion. However, the aids introduced to give variety to the program certainly should not distract or confuse the pupil, as can be the case when the "busy work" resorted to in some instances is carried on.

Suitable activities are near at hand. Songs and hymns, when their theme has been explained, enrich the lesson. Many hymns traditional in our churches and schools, unfortunately, are not worthy either as literature or as music to be taught to young people, or people of any age for that matter. These should be energetically discarded by the conscientious teacher of the underprivileged Catholic child, both for the reason that they are inferior, and for the added reason that there is slight possibility that they will fit into a well-planned lesson. On the other hand, Gregorian chant with its texts properly explained to boys and girls is received as wholeheartedly by the children in the vacation classes as it is by the children of parochial schools the country over.

The pictures employed in instruction classes, like the music, should be of good quality. Catholics are slowly coming to acknowledge that what is called the "art" on our churches and school is sadly inferior. The enlightened Catholic must face the fact that almost the only good Catholic art today is in the art museums, is the product of ages long before ours. Consequently, to use reproductions of medieval and other good works of the past together with a careful selection of reproductions of modern creations is the only wise course open to teachers. And this is a far cry from the "art" involved in many of the visual aids of the instruction class — photographic, overexcited, sentimental, at best thin and lacking in reverent tone.

Illustrations in books, pictures for studying or mounting, cards and statues given as prizes — all should be subjected to strict scrutiny. To box up a supply of used Christmas cards for the vacation schools is not to serve the soul or the taste of a Christian child.

## Dramatization Useful

Dramatization, especially of events in the life of our blessed Lord, is an activity

legitimate in a religion classroom, and so is the telling of stories, preferably from the Holy Scriptures. Always these should be of a content and character to intensify, not to distract from the doctrines being unfolded to the child's mind and heart. It is assumed that the teacher is following an ordered course, uniformly administered in the area in which she labors and designed to give the child in his years of study as complete a view of his religion as possible. To cause the truths and mysteries of religion to sink profoundly into the soul of the child is her objective.

Only harm is done, then, by entertaining a class with stories beside the point, and most particularly with tales and legends that are not authenticated. A judicious teacher will avoid taking the students' time with the apocryphal gospels, or with legends of ancient saints, like that of St. Catherine and the wheel, St. Lawrence and the gridiron, St. Cecilia and the organ, St. Sebastian, St. Agnes, and many others, or with the recital of our Lady's giving the Rosary to St. Dominic or the scapular to St. Simon Stock. The historical facts in these and most of the popular legends are no farther from her hand than the nearest copies of the *Catholic Encyclopedia*.

Least of all, should a teacher or a diocesan Confraternity office purchase visual aids produced with such lack of enlightenment as a series of posters which has one card showing Christ bestowing the Keys on St. Peter and the next one, uniform in size and treatment, showing St. Hubert accosting in the forest the stag with a cross between its antlers — or St. Eustace, for that matter, or any of the saints to whom that myth is attributed. What is thus done to the Faith of a child poorly grounded in religion is not difficult to conjecture.

## Stories of the Saints

Stories of saints of recent times whose biographies are known with certainty are, obviously, safer material for reading or relating to these children. As to posters, symbols, and decorations, they can be a definite help not only in creating an atmosphere in a place of instruction, but also in reinforcing religious teaching. This is the case, however, only when the material is solid in content and correct in design, as is true of an increasing number of these

\*Fontbonne College, St. Louis, Mo.



aids which are being produced by students of the liturgical movement.

### The Sacraments

An awareness of liturgical living as well as the content of a good course of study for vacation schools frequently will introduce the sacraments into the day's discussion. The holy sacraments must be raised up before the child as the tremendous power that they are. Even the youngest must be led to see according to his age and mentality the divine reality of the Mystical Body of Christ of which by his baptism he becomes a member. From that he must be led to ponder how by confirmation, penance, and Mass, and Communion he lives and works as a member of Christ. Keeping this fact central will

require so much of the skill and energy of the instructor that she will not have time nor inclination to introduce to the children her own favorite devotions or the practices on the periphery of religion which can be cultivated only with a shifting of emphasis from the more important truths at the center.

### Approved Observances

The mysteries of Christianity, the Scriptural account of the life of our Lord, and of the significant personages connected with Him in the Old and New Testaments, the view of the Church as the Body of Christ and of her redeeming work through the sacraments and sacramentals, the necessary moral teachings—these will have pre-eminence in the religion class, and ac-

tivities undertaken in teaching them should be integrated carefully with them. In a growing number of Catholic schools, activities closely bound in with the liturgy are being carried on in the classrooms; paraliturgical activities, they might be termed. They serve admirably, likewise, for a religious instruction group or a vacation school, if time and other circumstances are appropriate. The Advent wreath, the marking of doors in memory of the three Wise Men, observances adapted for Candlemas Day, Ash Wednesday, Ember days, and feasts, simple ceremonies for the anniversary of a pupil's baptism—these and many others will create in the young people religious experiences which are essential if the instructor aims not just to instruct a child, but at the command of the great Pius X, "to form Christ" in him.

## A General Commencement Address

# MIND AND SOUL\*

*Edward A. Fitzpatrick, Ph.D.*

### I

#### The World We Are Helping Make

GOOD character is essential for admission to this college, for remaining in the college, and for graduation from college. This is the guiding principle printed in the catalogue of one of our Catholic colleges. This assertion of moral principle is needed in our contemporary life with spiritual wickedness in high places and in low. This is so in our private lives, but most flagrantly in our public life. This assertion of moral principle is needed in a world where crime pays handsomely, where public office too frequently goes to the highest bidder; where public service is perverted for private ends; where public officials are so easily cozened and kept in the hip pockets of political parasites; where vendors of political influence for a price will secure political favors, and where callous politicians in high office shrug their shoulders over protests—even cataclysmic protest—and say "I shall run again and the people will elect me."

#### The World as Man's Handiwork

Our faith in a moral and spiritual universe, in the Providence of God, in a Gospel that asserts the life is more than the meat and the body than raiment, is seemingly a dead faith—a faith without works. The world in which we live is a reflection of what we do, and of the thought that guides our action. In this man-made world, with man's inhumanity to man, with individual man's self-sufficiency and selfishness, with a struggle for existence with-

out quarter we see reflected this human creator not in his dreams, his ideals, but in his actuality, his dominant motives, his real values. Our literature, our radio, our movies, our television are giving us the same story, the same motives, the same values.

*At the Devil's booth are all things sold  
Each ounce of dross costs its ounce of gold  
For a cap and bells our lives we pay  
Bubbles we buy with a white soul's tasking  
—'Tis heaven alone that is given away  
'Tis only God may be had for the asking.*

#### The Need for a Dedicated Leadership

Yet we must believe that there are men and women everywhere in this blessed America who in their heart of hearts serve the highest interests of man by prayer and kindly action. There are among these uncanonized saints. There are many, too, who desire the best, who aspire to the highest, who hope for holiness among men. They have learned the lesson from Christ "My Kingdom is not of this world," and nevertheless their prayer is "Thy will be done on earth as it is in heaven." They await a dedicated leadership. They await the authentic call: Arise, take up your bed and walk. It is the assertion of the spiritual that raises man to the level of a civilized being. It is this education as a human being that will raise us out of the depths of our animality. It is in short a courageous leadership asserting these things that is needed to energize this great body of good people to become a force for God and country. We have become nonconductors of the spiritual life.

\*A Commencement Speech for the year 1951, such as might be given in any Catholic college. It may be suggestive to all commencement speakers in high schools and colleges.



### A Pure and Holy Life

I recall at an installation of a college president a sentence by the governor who was installing him. He said the president was worthy of the past and equal to the opportunities of the future because "he will lay upon the altar of this his alma mater a priceless sacrifice essential in every scheme for the redemption of men: a pure and earnest life." This is the concept, this is the type of leadership America and the world must have in every walk of life. This is the call to these graduates; this is the call to you wherever you do the work of the world for your fellow men: You must offer a pure and earnest life for the salvation of the world and the redemption of men.

### What of the Sunday Catholics

It does little good for Catholics as they so often do to condemn the contemporary culture as materialistic, mechanistic, secularistic, or reverting to older words, barbarian, pagan, alien. This is a pharisaic rationalization. I thank Thee I am not like these others, I do this and that which they do not do. But this is veneer, this is Sunday religion. These are words, words—idle words. Twenty to thirty million Catholics help make this social world in which we live; we make it, we participate in it, we find it good—judging by our action. There are good people among all the national, racial, and religious groups that make up the American melting pot. But they are not enough. The Zeitgeist overwhelms them. They are the victims of a Frankenstein of their own creation.

## II

### The Failure of Intellectualism

What on the other hand inhibits such leadership? Why does it not spontaneously arise? In this nation of superabundant high schools, colleges, and universities do we not have the machinery to create such leadership? And yet such leadership does not arise, or obviously is not numerous. On the other hand what leadership exists is concerned with material welfare seeking more and more and more of everything it promotes what it calls progress; it is concerned with quantity rather than quality; it is greedy for more of everything and anything. It is spiritually negative, if not spiritually dead.

### The Intelligentsia

The amazing vitality and spread of an enslaving and brutal Communism with human life expendable for imperialistic schemes is to many of us incomprehensible though obviously the product of a cunning, trained, diabolic leadership. Man—our fellow men and women—have intelligence enough to see through that, we think, but the hordes increase. And behold among us in free America, the educational products—our best young men from what are reputed to be our very best colleges and universities even in the conservative East—are followers of such a cause, even to the betrayal of their country which still is free and carries the hope of mankind. These young men are called our brightest minds, with bumptious brains—our intellectuals—the intelligentsia. And strangely enough they are among those whom we would defer from serving their country in time of war to save them for another day.

### What Do Our Colleges Contribute

It may well be that our colleges are contributing to this confused world view, in its almost exclusive emphasis on the object as intellectual training. Catholic educational leaders unfortunately are in the very forefront declaring the dominant, sometimes even the sole aim of the college, is intellectual training. I have often protested against this overemphasis by pointing out the object

of general education is not a mind but a person, not an intellect, but an integrated body-soul with an intellect and emotions and will. Man at all times lives in four realms of being. He lives at one and the same time in a physical realm, in an intellectual realm, in a social realm, and in a spiritual realm. He is, in short, at one and the same time a body—a mind—a neighbor—and a soul. No sound educational program can assume less than that, or concentrate exclusively on any one aspect or we shall have in its simplest form a Doctor Jekyll and a Mr. Hyde or we shall have a condition which is mildly described as confusion worst confounded so frequent among the split personalities of contemporary man.

### Compounding Our Difficulties

These conditions existed in other ages, but these are compounded in ours by our extraordinary technological advances. Comforts and conveniences have taken on supreme values that were formerly held by sacrificing service, hardships, and struggle. We have lost the soul among the multiplication of its trappings. We look out on the physical world instead of on the spiritual world. Our preoccupation is with things and things are in the saddle. We feel that no man thinketh in his heart.

### Not Merely Minds

The result of the intellectual activity of schools should be, let us say to enable a person to use his mind in discovering truth, in rejecting error, and in joining truth with imagination to create the vision without which people perish. For intellects exist nowhere as entities; these are always a phase of man's mental or spiritual activity. In the artificial atmosphere of schools we forget the desperately human problem of education, and give formal training in processes called intellectual. Our recent history does not permit us to have faith in the intellectuals nor to be impressed by their pronouncements. In World War I, it was the intellectuals' Manifesto that attempted to justify the case of the Kaiser. One observes that this was a manifesto of self-syled intellectuals—of men who did not have that humility which the scholar feels as he discovers even an iota of new truth. The professors of Germany were too willing—there were fortunately exceptions—who were the apologists of the Nazi idiocy or ideology, as you choose. In Russia today scholarship as we know it has disappeared, there is not truth but the Communist line, and objectively we see the most unashamed and blatant distortion, falsification, perversion by so-called professional men. I have seen it myself in material I have written as it appears in Soviet magazines. These are all men who have had what is called intellectual training and their success at some time in the past secured the acclaim of men. Obviously intellectual training is not enough. The French have a phrase which all nations use. It is "La trahison des clercs"—the treason of the intellectuals. It is their failure to assert genuine spiritual values, that the life is more than the meat and the body than raiment, that man cannot live by bread alone, but by every word that proceedeth out of the mouth of God, that there is no wealth but life, and that man is more than a sheep.

### Perverted Intellectual Training

Once more intellectual training as such is not enough. Or is some other intellectual training needed? The men who are destroying the foundations of our civilization and its superstructure at will have intellectual training, they can analyze a train of thought, they have cunning, subtlety, and cleverness, they know what the changing of a word or the dropping of a punctuation mark will do. They have essential training in thought and in language. But the simple thing about them is they are not free.



The intellectual processes are organized as an assembly line in an automobile factory. It performs its function meticulously. It hardly ever misses. The design is imposed by the designer. Its steps are taken in the order of the assembly line. The result is the same — all according to plan.

What we need is a new designer and the creative atmosphere of the old apprenticeship and the old guild with its artistic Meisterstuck. We need to see anew the Providence of God. We need in the social order a new Zeitgeist. We need in the individual life a faith in all the things we mean by God and Providence and the spirit, by spirituality, morality, and a genuine humanity. The world lacks meaning, design, purpose. We need to follow in Carlyle's terrible language of doubt with his more encouraging word of faith accentuating the positive:

*The Universe is not dead and demoniacal, a charnel house for specters but Godlike and my Father's.*

This is the Everlasting Yea that must reverberate in our minds and among all men. This is the Everlasting Yea of the whole man. This is the Everlasting Yea of faith and hope and love. This is the Everlasting Yea which asserts the life is more than the meat and the body than raiment. This is the Everlasting Yea which puts intellect in the service of life — of social life and of spiritual life to help man reach his highest destiny in accordance with one who is made in the image and likeness of God.

### III

#### The Purpose of Intellectual Training in Human Education

It is the confusion so characteristic of our contemporary situation that is the opportunity of intelligence. The purpose of intelligence is to give order to confusion, to find meaning in man's babbling, to discover purpose, design, organization in thought and action. This is the great need of the hour in this world of panacea and propaganda, in this world of international bluff and confusion, in this world of Communist direction and democratic drift. But the failure of intelligence is evidenced in the confusion of thinking, the lack of order, the muddled politics, the international bluffing, and the drift in a whirlpool.

#### An Educative Intellectual Training

The contemporary problem is not so much an overemphasis on intellectual teaching as on a pseudo intellectualism, an intellectual training divorced from moral and spiritual values. It assumes there is in human beings a training of the intellect, independent of every other aspect of his life, and this training can be turned to whatever use is desired. The effort to train intellect without reference to human values and human purposes is a training in cunning, a formal training ending in intellectual pride, the hot-house product of schools instead of the vivifying energy of life. I know of no recent statement of the result of an intellectual training that is really educative than Roscoe Pound's. It includes matter as well as form. He says that the students should be led "to see clearly, to think critically, to hold their minds open and form tolerant judgments of their fellows, to resist unreason and abhor wilfulness, to look with discrimination upon the fashionable project of the moment, to remain unmoved by crazes and panics and hysterias, judging them by a matured sense of values and appraising their phenomena at their permanent worth." ("The Place of the University in Training for Citizenship," Roscoe Pound, *Educational Problems in College and University*, pp. 117-118.)

### IV

#### Creative Citizenship and Distinctive Public Service

The transforming effects of such views must be seen in our

public life, first in the individual citizen, in our political and our economic citizenship, and as good neighbors. We must see our whole social life in all aspects as a co-operative enterprise. We must each carry our own load. There must be no economic parasites, and no political illiterates or absentees or hangers-on. We must know what is going on. We must not be dominated by editorialized newspapers and deceived by propaganda. We must know who are good public servants and we must tell them at election time and even more important for morale between elections. We must give the public servant the courage which our faith in him will sustain. We must have a sound public opinion. The MacArthur incident, if it showed nothing else, showed the immediate sensitiveness of public opinion, its judgments of right and wrong, its sense of justice, a greater sensitiveness than our official agencies have shown.

#### Creative Citizenship

There must be diffused among our citizens a high sense of public service. This does not mean the least of such service, sitting on committees week in and week out that do nothing or little that is constructive, nor does it mean getting your name on letterheads. We have in this community and others a large group of professional committees and committee members. And strangely enough they are praised for their futilitarian hibernation.

What a community needs is a personal service of its citizens doing its substantive work. It means primarily giving oneself, not merely one's time, but one's thoughts, not one's physical activity but every energy of the soul and mind. It means utter self-forgetfulness and sacrifice. It anticipates rather than follows. It is creative; it is its own memorial. We decided to give the award for distinctive service to reward and stimulate such creative citizenship and we are happy, and this community should be grateful to have in its midst, creative citizens.

#### Civic and Public Service

What is true in the area of civic service must be true in the area of public service itself. It would be a great thing for America if our social problem was met by diffused civic forces, by the disinterestedness of the action of the ordinary citizen and a group of really creative citizens. It would be a great thing if instead of the continuing expansion of governmental service the citizen should show a capacity for self-help and self-direction which would decrease the demand for public service. But we face the facts. We should have a government of laws, not a government of men. A public office is a public trust. A public official is a public servant. There can be no strike against the government anywhere at any time, in any place. Eternal vigilance is the price of liberty. What we are trying to say is that government is for men, not men for government. And in government and the public service it is necessary to say that the moral law is as binding there as in the individual life. To the violation of the moral law there is the accompanying violation of the laws of the State — treason, perjury, murder. The basic difficulty is twofold — the concept of politics as a game played for advantage instead of as a public service, a game outside of the moral law instead of being subject to it. It is a manifestation of weakness of human nature, undisciplined, irreligious, selfish.

#### Government and the Public Servant

May I repeat a phrase I have just used that the government is for men, not men for the government. Government is in short a means not an end. It must not be conceived as a personal instrument of anyone, including the men temporarily holding office. It is just social machinery to be used by men. It must not do our thinking for us, it must not plan our lives. We must hold govern-



ment responsible and accountable. The amazing thing about public servants is the effect of elections. It seems to be assumed that an election immediately confers on the official the knowledge, the skill, the insight to perform all the official duties and as many others as he can annex. He becomes an authority and issues pronouncements. And strangely enough we would not pay attention to his personal statements in his private capacity nor hang on his words. We need a more realistic attitude and a more informed basis for judgment.

### The Public Official Who Is Public Servant

On the other hand we have still amongst us the public official who still regards himself as a public servant. The term "servant" he gladly accepts. Nor must we forget the words of the Gospel, that the greatest among you shall be servant to you all. The good public servant looks upon himself as the agent of his fellow citizens, he has a sense of humility in the face of the problems he meets; he has a high sense of responsibility representing as he does all the citizens; he is glad of every opportunity to give an account of his stewardship. We are fortunate indeed that we have such public citizens among us.

What we must look for in our civic and public service, and as an influence in our public opinion, is a moral outlook, an emphasis on spiritual values, acceptance of ideals of co-operation instead of obsessions of conflict, an activity looking to the condition of the good life, which is a life of public virtue; a synthesis of mind, heart, and soul in a citizenship of both the heavenly and earthly city.

### V

### The Opportunity of the Student

This is really the great moral problem of our time. It is there-

fore our great educational problem. What these students need today is a philosophy of life, an outlook on the world, a sense of direction, a sense of values, a sense of responsibility. They must separate themselves from the people described by St. Paul who give themselves up to their passions and to a reprobate mind whose god is their belly who mind earthly things. They must enlist in the movement for the subordination of political power to moral power, not the reverse. They must according to their capacity and their vision become creative citizens. They must be on the side of the angels against every manifestation of the satanic spirit, whether expressed as power or as cunning. They will have pay for their work, but it will be the pay of real wages not money wages.

*Income is to be measured, not by quantity of money, as a wise sociologist says, but by the quality of life; not by the standards of Mammon but by those of The Ideal. Real wages are not in money, nor even in bread alone, but in scenery and sunshine, in the flowers of the field and the garden, in facility of travel, at all events through the dream-world of dawn and the gloaming; in inheritance of music and of poetry, of books and pictures; in the play of animals and the companionship of children; in the ecstasy of solitary thought and resolve, and the uplift of social intercourse; in wonder and in worship; in the passion of mystery and the mystery of passion; in conversation and friendship; in knowledge of the past, observation of the present, vision of the future—but above all in the richest of blessing, the opportunity freely to give and freely serve.*

This is the credo which this school urges upon its students by its spirit, its curriculum, its teachers. And one realizes here the truth of the statement that to understand the doctrine one must live the life. Go forth in spirit and in truth to a life worthy of your dignity as a human being, worthy of your education here, worthy of the sublime destiny as a child of God.

# The Altar Boy Contest in the Diocese of Erie

*Rev. James J. Gannon\**

THE Altar Boy Contest was originated 17 years ago by His Excellency Bishop John Mark Gannon to encourage in each altar boy advancement in knowledge of the liturgy of the Mass, a deeper appreciation of spiritual values, and an ambition for personal holiness. The contest has been productive of increasing vocations to the priesthood among altar boys and of raising servers before the Eucharistic King to a position of distinction in the diocese.

Each year approximately 2000 servers enter the contest. The prizes, totaling \$225 in cash and gold button awards, are given out on Ascension Thursday, Vocation Day, in St. Peter's Cathedral. During the ordinations that day the boys receive their awards from Bishop Gannon personally, and following the ceremony have their

picture taken with him. Following this, the boys are guests of the Bishop at a lunch in the Cathedral Preparatory School cafeteria and in the afternoon a program of athletic events is planned for the pool and gymnasium. Members of the Cathedral Prep Varsity Swimming and Basketball teams act as judges in the foul shooting contest and swimming races. Awards are made to all the winners.

### Distribution of Prizes

To give assurance that every part of the diocese will be represented, in both the cash and gold button awards, the contest is arranged on a diocesan and parochial plan. There are 3 cash diocesan first prizes, according to the following scholastic division: first diocesan prize, grades 9-12, inclusive, \$25; first diocesan prize, grades 6-8, inclusive, \$20; first diocesan prize,

grades 1-5, inclusive, \$15. After the determination of the diocesan winners, the plan according to the 8 districts in the Erie diocese: Bradford, St. Marys, Sharon, DuBois, Clearfield, Oil City, Warren, and Erie. The 3 district cash prizes for each district, not including the city of Erie, will be determined by the best 3 papers from grades 1-12. These district cash prizes are: first—\$10, second—\$5, and third—\$3. Since the Erie district comprises twice as many parishes as any other district, the best six papers from grades 1-12 will receive the following six district prizes: first—\$10, second—\$9, third—\$8, fourth—\$5, fifth—\$4, sixth—\$3. After the selection of the diocesan and district winners, the competition becomes parochial with the best paper in each parish, outside of the parishes which merited cash prizes, receiving the Bishop Gannon Gold Button Altar Boy award. This as-

\*Diocese of Erie, Department of Youth Activities, 230 West 10th St., Erie, Pa.



sure a prize to every parish participating in the contest. In parishes that merit a cash prize or prizes, the next best paper will also receive a Bishop Gannon Gold Button.

Approximately 8 weeks before the contest date, letters and general instructions are mailed to the pastors. The examinations are mailed about one week prior to the contest, and are returned to the Department of Youth Activities in 10 days. Then the papers (three from each scholastic division from each parish) are corrected again by the Sisters who are on the faculty of Cathedral Preparatory School. The papers are identified by numbers only, and have no names of altar boy, parish, or school on them. After the papers have been graded by the Sisters, a board composed of priests (also teachers at Cathedral Prep) decide the diocesan, district, and Gold Button winners.

In order to determine the number of boys who will be participating in the contest, enrollment blanks are sent to all the pastors. Approximately two weeks before Ascension Thursday, letters inviting the boys to participate in the activities on that day, are sent to the pastors, with a card enclosed for them to inform this office of the number. The names of all the boys participating in the contest are published, according to their district, in the *Lake Shore Visitor-Register*.

## QUESTIONS FOR 1950 EXAMINATION

### Grades 1-5

1. Name the members of the Holy Family.
2. Why did St. Joseph take the Infant and our Blessed Mother into Egypt?
3. Where was Jesus during His three days' absence and what was He doing?
4. In what town did the Holy Family live? What kind of work was St. Joseph's occupation?
5. How could you imitate the Boy Jesus in your home life?
6. When and by whom and for what purpose was St. Mark's Seminary founded?
7. What four necessary ingredients make up the life of a Seminarian?
8. For how many years must a Seminarian study in preparation for the priesthood?
9. What is the first indication of a religious vocation?
10. What should one do if he feels he wants to be a priest?
11. Where is the server's usual place at a low Mass if he is serving alone?



— G. C. Harmon

12. What preparation should a server make before Mass?
13. What does the server do during the Gospel?
14. In a nuptial low Mass when does the marriage ceremony take place?
15. At the end of a low Mass for the dead what does the priest say instead of *Ite, Missa Est*?

### Grades 6-8

1. Identify the members of the Holy Family.
2. Give the Scriptural quotation describing the arrival of the Magi.
3. What was the chief purpose of Christ's public ministry?
4. To which types of people did our Lord show the most interest?
5. What was Christ's attitude toward the sick and infirm?
6. Explain the word "passion" and why are Christ's sufferings referred to as the Sacred Passion.
7. Why was it necessary for Christ, Himself, to suffer so for our redemption?
8. Who is the superior of the Erie priests and why are they referred to as diocesan priests?
9. What must be the first aim in the life of a seminarian?
10. What is the special ticket required for entrance to a Catholic seminary?
11. Write the Vocation Prayer.
12. If a server is called upon to serve Mass alone what two general rules will be helpful to him?
13. What rules should be observed by

the server at the *Lavabo* in handling the cruets and pouring the water?

14. Distinguish between the rubrics required for a low Mass for the dead and a usual low Mass.

15. What special things should be prepared by the server for a nuptial Mass?

### Grades 9-12

1. What was the twofold ceremony that took place 40 days after the birth of our Lord? With what words did Simeon greet our Lord at His entrance to the Temple?
2. What response did Jesus make to Joseph and Mary's anxious inquiry on their finding Him in the Temple? Explain the statement.
3. Jesus was very definite in the expression of His feelings for the young. Quote the three references of Jesus where He made this clear.
4. How and by whom is Christ's ministry carried on in the Church?
5. Describe our Lord's sufferings from the time of His arrest on Holy Thursday until His death on Good Friday.
6. How is it possible for you to show appreciation and to make reparation for the sufferings of Christ?
7. What documents must be submitted by the boy desiring to study for the priesthood?
8. What steps should a boy follow who desires to begin studying for the priesthood?
9. How does a seminarian prepare himself for leadership of Christ's faithful?
10. In the first two years of a seminarian's career he is called a "philosopher." Account for this title. What additional subjects must he study?
11. Why is a special vocation so necessary for one wishing to become a priest?
12. Write the Vocation Prayer.
13. As the server enters the sanctuary with the priest account for his actions up until the beginning of Mass.
14. What is the proper procedure for a server at the Offertory?
15. What special rubrics should be observed in the celebration of a Mass with the Blessed Sacrament exposed?

### NEAR ENOUGH

Sister Jeanette was conducting a grammar review among the fifth-grade pupils. "Now," she quizzed, "when do we use I and when do we use 'me'?"

One of the boys promptly rose to the occasion, "Use 'I' when the blank is at the beginning of the sentence and 'me' when it's at the end." — *Sister Mary Vianney, S.S.J.*



# Amateur Radio, A First-class Hobby

*Sister Mary Charlotte, C.S.C.\**

FOR sometime, I have had the idea of writing an article on amateur radio for several reasons. The first reason is that I am surprised that so few of our teachers are interested in it, or know very much about it. The second reason is that no hobby in all the world, I think, possesses such fascination and interest. The third reason is that besides being a real asset in the physics class, it is a practical preparation for some very important lifework. I shall show that my reasons are well founded.

## A Scientific Hobby

Amateur radio is a scientific hobby, a means of gaining skill in the fascinating art of electronics, and an opportunity to communicate with fellow citizens by private short wave. There are about 100,000 amateur radio operators who perform service defined in international law as one of "self-training, intercommunication and technical investigations carried on by . . . . . duly authorized persons interested in radio technique solely with a personal aim and without pecuniary interest." This definition is directly from the *Radio Amateur Handbook*. Marconi started this interest, of course, and at first the experimenters were unlicensed. As time went on, regulation was needed. The amateur had no spokesman, so he did not fare very well. They said, "We will stick him on 200 meters, and he will not get out of his own backyard." Such was not the case, however, as the amateurs even spanned the Atlantic. In the meantime, the American Radio Relay League was founded, and the interests of the amateur were handled by experts.

## Getting Started

How does one become an amateur? First of all he must be interested in radio, or he will not stick to it until he is ready to pass the examination which is given by the Federal Communications Commission. By the time this article is published there may be a new regulation, for they are considering a novice class in which the examination is not so difficult, and the code speed is only five words a minute. This ticket is good for one year. Then the examination will consist of a harder theory examination, and code speed

of 13 words a minute. The code is not difficult, though it is a stumbling block for many. The theory is easy, for if one learns the 69 questions and answers contained in the book called *Amateur License* he has enough knowledge to pass the examination. This ticket will be class B. After being on the air for one year, he is entitled to pass another examination, a little more difficult, and if he passes he has a class A ticket which gives him all of the privileges of amateur radio.

Class B may operate on all bands on code and on 160 meters and 10 meters or higher on phone. Class A permits operation on code on all bands, of course, but also phone on 75 meters and on 20 meters, which are considered more choice bands. However, many stay on the 10 meter band, which I might term the poor man's band, for with low power he can contact all continents, and all states and countries, provided the skip is just right, and also provided . . . and this is important . . . he has a good antenna.

## Not Expensive

Some of the students claim that this hobby is too expensive for them. This is far from the truth. I will tell you just where you can get equipment and how much it will cost to install a radio station. All war surplus catalogues advertise transmitters known as Command transmitters, and these can be purchased for most frequencies. For a start, suppose we get a BC-459A which is ready to go on 40 meters, and which is used for code only, no matter what class of license you have. There is a similar receiver which can be bought. From parts in the physics laboratory I built a power supply for the receiver, and from Heath Company, in Benton Harbor, Mich., I got a kit which is a power supply intended just for the 459A. The radio station, then, costs about thirty dollars, less than the price of a good camera. Later, improvements can be made. These Command sets can be converted to different frequencies, and if the one purchased is converted to 10 meters, then with about \$15 a modulator can be added, and you are ready to go on phone. I got excellent earphones for as low as 12 cents a pair, and microphones for less than a dollar, and the key which I have been using for two years cost me 29 cents.

There are companies which handle good, reconditioned, secondhand transmitters and receivers which are good buys. Henry Radio Company located in Bulter, Mo., or in Los Angeles, Calif., is one such company. If one just gets on the air, and gets in contact with other amateurs, everything will be easy from there on, for amateurs are the most generous, co-operative people alive, and they lend, borrow, and trade continually.

## Call Letters

Now I shall explain my call, W7MUT. All of the United States is divided into districts. Washington, Oregon, Idaho, Utah, Montana, Nevada, Arizona, and Wyoming are W7-land, New York and New Jersey are W2-land, and California is W6-land. If I were to move to California, I would become a W6, and since there is already a W6MUT, I would be assigned different call letters. Calls are given in alphabetical order, and it is almost impossible to get a call that one wants. On the air, calls are given phonetically, for instance, W7MUT might be Mike Uncle Tare. Foreign countries have different letters, ZL is New Zealand, VK is Australia, and Ve is Canada, and contact with these countries is called DX. Certificates are granted for certain accomplishments, for instance, WAS for working all states, WAC for working all continents, WAZ for working all zones, and DXCC for 100 foreign countries.

## Chicago-Boise via Peru

There are a number of fields in amateur radio. There is the experimenter who is continually trying new things, and this type, I think, is happier when his transmitter or receiver is not behaving just right, for then he has a problem to solve. Others get their pleasure in handling traffic, that is, sending messages. There are many nets formed which meet on the air at a certain time. The net control calls the roll, the traffic is handed right through, and on to another net if necessary. There is always a way to get traffic through. One time, for instance, I was talking to Peru, South America, and he said, "Chicago is trying to break in with a message for you, can you read him?" I said that I could not hear Chicago, so he said, "Stand by, and I will take the message for you." He relayed the Chicago message to Boise,

\*Amateur Radio W7MUT.





*This is Sister Charlotte, C.S.C., Amateur Radio W7MUT.*

Idaho, and I sent my message back to Chicago via Peru. That kind of thing is very common, it depends, as I mentioned before on the skip, which means that the radio waves are not coming back to the earth at that point, at that time, though they may later in the day. There is another type of amateur who just loves people, and wants to "rag chew" as he calls it. He tells about his transmitter, his country, the sports he likes, and anything else that he might think of. Politics and religion are not discussed on the air, and music is not allowed. The signals put on the air must be good; if not, the amateur to whom one is talking will say so, or, one will receive a pink ticket from the monitoring station, and then the signal must be cleaned up, or he must leave the air.

#### Practical Value

The public service rendered by the amateur has been made known many times. The army and the navy found him necessary to fill their ranks with skilled radio personnel during the last two wars. Twenty-five thousand amateurs served with distinction in all branches of the armed forces during the war, and as civilians during times of peace many are engaged in electronic research, and often, the amateur is the only means of communication during

storms, floods, and earthquakes. The amateur code has six good points: he must be gentlemanly, be loyal, progressive, friendly, balanced, and patriotic.

The school can help train amateurs through the physics classes, and through radio clubs. The principles of radio wave transmission, the measurement of frequency, the study of standing waves, coupling, measurement of electromagnetic field intensity are just a few experiments directly from the transmitter. The club, I believe, should be of those who are interested in becoming amateurs, but this year I had a club, the *Gremlins*, who were freshmen, and had no immediate intention of becoming amateurs. So many of the students do not know one thing about the subject, that I thought we would have a different type of club for an introduction. These boys met every two weeks, and part of the meeting was spent in learning some elementary facts about the amateur, the rest of the time was spent in actually making contacts. They learned to call CQ, which is a general call to any amateur to answer, then they overcame their "mike-fright" and talked freely of themselves, their school, and anything else that came to their minds at the time, and they learned to sign off. All of these things gave them their first contact, and their first interest. If they care to continue, they must con-

tinue with the idea of becoming a "Ham" or they will not be permitted in the club.

#### School Radio

Many schools have radio clubs and radio stations, but I do not think that many of the Sisters' schools have gone in for this. Sister Emeliana, W1HUH of Providence, R. I., and I, as far as I know, are the only Sisters who have licenses. Sister Emeliana has held her license since 1933, and has a school station W1SHR. So far, I have not applied for a school station, and at the present time, I do not believe that I shall do so. In the Order of the Brothers and Priests of Mary there are about 12 licenses, and I have talked to three of them, W8VPA, Brother Larry in Cincinnati, who is vice-principal of Purcell High School of 1100 boys, and I can assure you that the boys and girls of our school looked forward to schedules with them. I had a contact with Brother Bill, W8VOS, who is a teacher of mathematics at Dayton University, Dayton, Ohio. Another time I had a contact with Brother Eugene in Hawaii.

I have met many interesting shut-ins who find much happiness in these contacts with the amateur world. W7LOD is blind and bedridden with arthritis. W7OCF is a boy who has not walked since he was three years old. I taught him code, got him on the air, and the Gremlins got him QSL cards, which are cards sent to acknowledge contacts. W8UDA is a blind girl in Flint, Mich., who with her seeing-eye dog, makes her way from house to house selling household goods. W9CSW is Father Bill, for 13 years a patient at St. John's Sanatorium, Springfield, Ill., whose picture was in the *Register* for making a contact with Russia. There are young boys and young girls, and old folk, and even Herbert Hoover, Amos of radio fame, and a Bishop in Canada listed among the amateurs. It appeals to all ages, and all classes, and brings joy and satisfaction to each one.

Amateur radio is then an important field, an interesting field, and an invaluable field. I hope I have convinced some more of our science teachers that it would be worth while to put it into their schools. It would be useful in the physics class, in the extra-curricular activities, and in training the student for the enjoyment of leisure. In time of war and peace, it is valuable help in emergencies. Before too long then, I hope that W7MUT may look forward to contacts and regular schedules with many of our Catholic schools across the nation. In the true spirit of the "Ham" I will be glad to extend a helping hand to any who may need it.



# CHURCH, STATE, AND SCHOOL

John Courtney Murray, S.J.\*

Ever since the Supreme Court in the *Everson* case gave a rather slapdash account of the legislative history of the First Amendment the need has been felt to investigate more accurately the facts and the ideas that led to the formulation of the famous ambiguity, "Congress shall make no law respecting an establishment of religion." The latest effort, by Prof. R. Freeman Butts, merits respect.<sup>1</sup> It is written with admirable clarity, unexceptionable moderateness of tone, and sincere desire for exactitude. The author sensibly maintains (p. 6) that faced with the "important decisions of policy" that need to be made today, especially in the matter of religion in education, "the public will not find ready-made answers in the past." Nevertheless, "intelligent decisions will take account of the vital traditions that live on in us." His effort therefore is to trace the origins and development of the American tradition of separation of Church and State.

## Early Practices

In barest outline his historical thesis is the following. American history started with a practice inherited from Europe — that of "single establishment," one sect (Anglican or Puritan) obtaining legal and financial support from government, with greater or less toleration of dissenters. However, almost from the beginning, two "trends" are visible. One was toward "multiple establishment," the "granting [of] financial, legal and moral support by the state to several religious groups." (The author cloaks the concrete meaning of this trend by the abstract phrase, "multiple establishment.") Concretely, the trend was toward the establishment of Protestantism as the single official American religion, without preference for any particular Protestant sect. The trend strongly affected the early public school system; it was more or less consciously assumed that the public school would be the vehicle of the public religion, Protestantism.) The other trend was toward separation of Church and State; this is identified with a trend toward complete religious freedom.

The scene of the trend toward separation was Virginia; its protagonists were Jefferson and Madison. It was destined gradually to triumph and become the "American" tradition. At the time when the First Amendment was being debated, this trend represented "the most advanced thinking" (p. 40); and the "no establishment" clause reflected it. In sum, the historical meaning of the clause was inherently what the *Everson* decision stated it to be: no governmental aid of any kind to

any religion at all, no "co-operation" whatever between Church and State. Thus "the *Everson* case is the logical culmination of the authentic historical tradition of the principle of separation of Church and State as it has developed from 1776 to the present time" (p. 108). Certain "holdovers from pre-separations days (*i. e.*), such as chaplaincies, religious phraseology in state constitutions, tax exemption of religious institutions, prayers at official ceremonies, etc., are merely "exceptions from the principle of separation." They do not in any sense prove that there is an American tradition of co-operation between Church and State.

## Public Education and Religion

The first part of the book develops this historical thesis in general; the second part traces its application to education. Here the historical process has been similar. There has been a movement from establishment (public support of religious schools, and religion — meaning nonsectarian Protestant religion — in public schools) to complete separation (no public funds for religious schools, no religion in public education). The author regards the Rutledge opinion in the *Everson* case and the *McCullum* decision as expressions of the pure essence of the American tradition and "a sound basis for wise public policy" (p. 169; cf. p. 205). Moreover, he seems likewise to regard the flat, sweeping negations uttered by the Supreme Court in these two cases as the full, sincere affirmation of the perfection of religious freedom.

Butts makes a strong case. He disproves one of the basic contentions of appellee's brief in the *McCullum* case, namely, that the "no establishment" clause merely prohibits the preferment by law of one religion over another. He proves that protagonists of some manner of co-operation between Church and State in education or in other fields can claim no support from Jefferson and Madison. Moreover, he proves that an impressive tradition lies behind the *Everson* and *McCullum* rules. There is no doubt that the doctrine of no aid to religious schools and no religion in public schools has been widely considered to be an implementation of the "no establishment" principle.

## Governmental Co-operation

On the other hand, the author clearly goes too far in maintaining that there is no American tradition of governmental co-operation with religion, and that instances seemingly to the contrary are merely "exceptions" to the single tradition, which is "complete separation." Lynford A. Lardner is more exact when he gives as "an obvious conclusion" from

history this statement: "The American principle of separation does not prohibit all forms of governmental aid to religion, but rather contains a distinction between permissible and prohibitable aid" (*The American Political Science Review*, March, 1951, p. 127). Butts attempts to make history unambiguous. Such attempts must always fail. The fact is that history is always ambiguous; and Protestant America in particular has written a brilliant historical record of ambiguity. In doing so it has given a certain appeal to, and prepared the triumph of, the entirely unambiguous ideas of Jefferson and Madison.

The fundamental ambiguity, of course, rises from the desire to maintain on the one hand "this is a Christian nation," and on the other hand that the State, which is the political form of the nation, has no duties toward Christianity beyond keeping "hands off." The corresponding ambiguity in the educational field is the desire to maintain on the one hand, that the public school is the school of good citizenship, and to that extent at least a school of goodness, but that, on the other hand, the public school can have nothing to do with the religious roots necessary to the flower of goodness that it would foster.

## The Religion of Democracy

The result was foreseeable. A state is always and ineluctably the symbol and vehicle of a faith or an ideology; so too is a school. Therefore into the vacuum created by the above-stated ambiguities a faith has moved and also an ideal of goodness; but it is not the Christian faith nor a Christian ideal. The effect that the rise of the religion of democracy will have on political democracy still remains to be seen. But old Justice Story put the problem well in 1833: "It yet remains a problem to be solved in human affairs, whether any free government can be permanent, where the public worship of God, and the support of religion, constitute no part of the policy or duty of the state in any assignable shape. The future experience of Christendom, and chiefly of the American states, must settle this problem, as yet new in the history of the world, abundant, as it has been, in experiments in the theory of government" (*Commentaries on the Constitution of the United States*, III, sect. 1869). The present status of the American experiment offers no decisive grounds for reassurance.

## The Atheist State

Leo XIII was of the opinion that the neutral state is very likely to end in an officially or virtually atheist state. The "American" retort is to say that the American state and the public school are, however, neutral, really

\*Editor of *Theological Studies*, Woodstock, Md.  
<sup>1</sup>R. Freeman Butts, *The American Tradition in Religion and Education* (Boston: The Beacon Press, 1950).





*The Assumption, Designed by Sister M. Leonelle, S.S.N.D., Belleville, Ill.*

religious, like James Madison. However, it is perhaps time that we relinquished the double fiction—that Madison was a religious man, and that the *McCullum* concept of separation, built on Madison's religious ideas and applied to education, implies no hostility to religion. With these fictions out of the way, we would at least be honestly facing the facts.

#### Tyrannical Majorities

There are several respects in which Butts' argument can be criticized. First, though he handles the facts of history with honesty, he fails to reproduce, so to speak, its color. He makes the history as drab as the Deism that launched it; he leaves out the colorful ele-

ments that carried out the history to its present drearily baffling conclusion. There were two such elements of color: first, the scrabbling sectarianism of the left wing of the Reformation that found its home on our shores, and second, monolithic Protestant hostility to Catholicism. Against the background of these two irrationalities the historical success of the movement originally inspired by Deist principle and presently sustained by secularist idealism inevitably must appear as rational. This is the real strength behind Butts' case.

Secondly, Butts fails to make clear that the historical decisions about government's relation to religious education, which found their climax in the *McCullum* opinion, were not made by "the American people" as such, but

by one of those "determined majorities" of whose tyrannical potentialities Madison was more fearful than he was of the power of government. The decision that the free exercise of religion was not to be inhibited by government was indeed a decision in which all Americans concurred and still concur. In this general guarantee of religious freedom to the people Catholics, for instance, have found an adequate bulwark of the freedom of the Church both as an institution and as a people. However, it is obvious that the resoluteness and rigidity of the *McCullum* application of the "no establishment" clause to education was a violation of George Washington's sound and sane rule. Discussing the Virginia assessment bill he wrote: "Although no man's sentiments are more opposed to any kind of restraint upon religious principles than mine are, yet I must confess that I am not amongst the number of those who are so much alarmed at the thoughts of making people pay toward the support of that which they profess, if of the domination of Christians, or declare themselves Jews, Mohammedans, or otherwise, and thereby obtain proper relief. As the matter now stands, I wish an assessment had never been agitated, and as it has gone so far, that the bill could die an easy death; because I think it will be productive of more quiet to the state, than by enacting it into a law; which in my opinion would be impolitic, admitting there is a decided majority for it, to the disquiet of a respectable minority. In the first case the matter will soon subside; in the latter, it will rankle and perhaps convulse the State" (quoted by Butts, p. 65). This was great practical wisdom indeed, free of the doctrinaire accent of Madison's *Remonstrance* and present-day secularist utterance.

However, the problem of the relations between government and religion in education was not settled in the light of this serene practical wisdom. The problem was solved by passion and by a pseudo practicality that hid greatly doctrinaire assumptions. A "decided majority" settled the problem. "to the disquiet of a respectable minority." By historic chance they were able to do this before the minority (I mean, of course, Catholics) became a respectable minority, whose disquiet, arising out of a sense of right denied, need be respectfully heeded. However, that was in the 1830's and the 1870's; it is now 1951. And perhaps it is time for American educators and legislators to stop thinking of the Catholic people as a "divisive force" (the current injurious phrase), and begin to consider them a respectable minority, still greatly disquieted. What America needs today, if it is to extricate itself from a disquieting situation, is a little more Washington and considerably less Madison.

#### Principle or Policy

The third point of criticism is the most serious of all. It concerns not the historical decisions made in the United States but the religious or intellectual grounds on which they



were made. What idea or ideas lay and lie behind absolute separation of Church and State, asserted as a "principle"? Butts is confusing on the point, doubtless because the history itself is confused. But this is the essential ground of argument. Does this "principle" rest on a concept of religion (e.g., Madison's deist concept) or on a concept of the State? Is it a political principle (as it is to Catholics) or is it a religious tenet (as it is to Baptists and secularists)? Does it rest on the supposition that the public welfare, of which government is guardian, contains no religious ingredients? or that the secular community is a higher entity, empowered to make more stringent demands, than any religious group? or that democracy itself is religion enough to lay the bases of democracy? or that the doctrine of natural rights in its eighteenth-century formulation is philosophically uncontested? or that "there are different religious roads to the good life" (p. 38) and that public morality is independent of, and can survive without, Christian principle? Or does the "principle" of separation perhaps rest simply on grounds of practical expediency: convincing in the complicated American religio-social situation, and is therefore not a principle but a political and social policy? In a word, why do we have separation of Church and State? On what agreed theory? This question is antecedent to the currently debated one: how much separation should we have?

#### Butts' Assumptions

Butts, being an honest historian, admits that he approaches history with a preconceived frame of reference and set of values. And he frankly states them: religious freedom is foundational to all freedom; the equal rights of the religious conscience must be guaranteed by government; public education is "a bulwark of our common democratic values"; private education has a place in American society (if, he neglects to add, it can manage to maintain it against present legal, social, and financial pressures); state aid to religion or any state support of religious education either in public or private schools is a threat to religious freedom (p. xiii). Butts also admits that the "inclusiveness" of his assumptions is open to challenge. Indeed it is.

#### The Family and the School

The frame of reference and the value judgments necessary for adequate inquiry into this problem must include answers to the following questions: Is there a continuity between family and school, and if so, how are the religious traditions of the family to find place and development in the school? Can a sane philosophy of education, which is also a philosophy of life, omit all reference to the transcendental values of religion, base itself solely on "secular agreements," and still avoid the spiritual stultification of youth? Is reli-

gion relevant to society, and if so, should it not be made relevant to that "society" which is the school? Are the truths and precepts of the Christian religion an essential element of the democratic social heritage, and if so, can they be left out of the institution designed to transmit that heritage? Is the neutral State, or neutral education, really neutral—in other words, all doctrinaire postulates put aside, what is the actual impact on youth of religion-less education? Is the role of the State in education primary or subsidiary—in other words, is the school simply an introduction to "the great society" (and therefore under its single control, exercised by the State), or is it also a prolongation of the family (and therefore also subject to parental rights of control)? Is religious freedom a purely negative concept, a mere matter of immunity from interference? Is government the single enemy of religious freedom, or could one also identify other enemies—e.g., the NEA? Is it true to say that religious education is not fully "free" until it is "free from public aid," made a purely private matter, thrown back on the meager resources of the ordinary American family, and compelled to compete with the massive financial resources of the State? Does absolute separation of Church and State mean complete freedom of religion?

Finally, what of the new "American" right created by the *McCullum* decision—the right of the atheist or agnostic to enjoin the bearing of any and all expense, or even recognition, on the part of the State of any religious activity?<sup>2</sup> Does not this new right, never before written into American law, clearly put the believer at a disadvantage, since he is possessed of no comparable right to enjoin the public support of atheism, agnosticism, secularism, or the faith of "scientific humanism"—all of which at the moment are the beneficiaries of state aid in public institutions? In other words, is not the unbeliever today in a preferred position, since he has been legally made the watchdog of State "neutrality," constitutionally empowered to bark a successful protest against the teaching of religion at public expense, what time he is likewise "free" to bay forth his own secular sectarianism, or his attacks on religion, from a throat down which the fortifying food of public funds has been poured in abundance? All doctrinaire assumptions put aside, in what concrete sense today is "equal protection of the laws" granted to belief and unbelief? Whose religion (and whose speech too) is today, in sheer point of fact, really free? And in what sense may it be denied that the Supreme Court in the *McCullum* case made a "law respecting an establishment of religion"?

#### The Secularist Answer

In neglecting these questions, Butts has implicitly given them an answer—I should say

<sup>2</sup>Cf. Robert F. Drinan, S.J., "The Novel 'Liberty' Created by the *McCullum* Decision," *Georgetown Law Journal*, January, 1951, pp. 216-241.

the secularist answer. But there are other answers. He has done a service in presenting the historical evidence for the triumph of a particular religio-political concept of separation. Perhaps we need chiefly to consider now what Christian and American ideas and aspirations this triumph has defeated.

#### A Stalemate

In this present moment no group in the United States, Catholics included, has any detailed theoretical and practical solution to the problem of separation of Church and State in the field of education. But this is no reason for not recognizing that the present "solution" operates "to the disquiet of a respectable minority," composed not only of Catholics but also of that important Protestant group which saw in the "released-time" idea the beginnings of a solution. Most unfortunately too, the climate of feeling necessary for a rational discussion of solutions does not exist. In this situation three things are clear. First, until the problem of religion in public education is somehow started on the way to solution, Catholics will have no footing from which to urge the case for public support of religious schools. Secondly, this case cannot be urged until Catholics have a much clearer and more concrete idea of what manner and measure of public support they would consider just, equitable, and possible within the American situation, within which, for historical reasons, the public school will always have prior claims. Thirdly, very little can be done until the level of understanding and friendship between Catholics and Protestants has risen considerably above its present rather abysmally low mark. It is in this growth of understanding, and not in some increase in "power," that the hope lies.

#### Bishop Endorses Public School Fund

Bishop Francis J. Haas, of Grand Rapids, has endorsed an \$11,000,000 public school building program there.

"While members of my faith will not profit financially from the proposed bond issue and in fact will thereby place an additional burden on themselves," he said, "I sincerely trust that in the public interest they will not oppose but rather support the issue in every way they can."

#### Comic Book Clean-Up

Comic book publishers in New York were warned to clean their own houses or the New York legislature would set up regulations to do it for them, after recent investigations in that state. The investigating group, a joint legislative committee, advised the industry to set up a self-regulatory association with an independent administrator who has no connection with comic books. The committee came to the conclusion that, although most comic book publishers are responsible citizens with a will to improve their industry, there is "a small, stubborn, irresponsible minority, with brazen disregard for anything but their profits," and these are the publishers that give a bad reputation to all connected with the industry.



# The CATHOLIC SCHOOL JOURNAL

Editor

EDWARD A. FITZPATRICK, PH.D., LL.D.

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## The Techniques of Distortion

Professor George S. Counts has rendered a distinct service to education by his careful detailed analysis of an article on "The School and Pedagogy in the U.S.A. in the Service of Reaction" by "Professor" N. K. Goncharov. This article appeared in *Sovetskaya Pedagogica*, the official organ of the Soviet Academy of Pedagogical Sciences. Goncharov is regarded in Russia as a scholar, and is coauthor "of the state approved and required textbook on the theory of Soviet education," used in the training of teachers.

In other words, we have the word of a professional educator, representing what is called in Russia, scholarship, writing for his professional brethren in a professional magazine. The article is obviously intended for Russian consumption, and not for such a devastating and revealing analysis as Professor Counts makes in his 47-page pamphlet called *American Education Through the Soviet Looking Glass*.

We plan in this editorial to show only the technique of distortion which is used in this article, though we agree completely with the more general description of the article by Counts. "It constitutes a complete repudiation of the great humanist tradition of intellectual freedom and a common intellectual heritage. It is a

degradation of Scholarship; which if practiced throughout the world, would usher in a new dark age." It is such distortion, perversion of truth, falsification, little lies and big lies, coming from Russia that have broken down our confidence in the good faith of official Russia.

Goncharov's long article has many references to numerous articles in a number of American pedagogical magazines, which shows that they reach Russia. Counts did a careful job of checking every reference and trying to locate the material where inadequate citation was given. He reprints a translation of the original article and then cites exactly the original article and shows how it has been distorted by falsification or omission or how Goncharov has put it in a new false context or just says it means what it does not mean. Two Catholic authors are cited in the article, the writer of this editorial and Father McGucken. They receive the same distorted treatment that everybody else receives. Let us now indicate the technique of distortion to show what is done in "Goncharov's impressive parade of scholarship—his numerous citations of and quotations from American educational literature."

An American article which reads "Flint, Michigan, is a prosperous progressive American community. Yet it starts its school teachers at \$400 a year less than it starts its garbage collectors." This becomes in Goncharov's article "Michigan pays its teachers 400 dollars a year—less than the wages of a garbage collector." (American article in Oct., 1945, *Reader's Digest*. Robert Littells "Teacher Pay—a National Disgrace"), Counts, pp. 9-10.

An American article says: "Some recent studies have found teachers as a group more neurotic than other groups of women. Personally I have not found too much evidence of this, but I do think we tend to be an emotionally immature group." This becomes in Goncharov's article: "On the basis of factual material the professor asserts that there are a great many more nervous disorders among women teachers than among women of other professions" and as if this was not enough distortion he adds as a quote a sentence that is not in the original at all: "Naturally" writes Arbuthnot, "if a healthy woman is deprived of the opportunity of having a family and of rearing children, if she is deprived of personal life, she cannot have healthy nerves." (The American article is May Arbuthnot's article, "Teachers Are People" in *Childhood Education*, Sept., 1945), Counts, pp. 10-11.

A Newsweek article said there were 1808 higher schools of which 273 "are entirely under the jurisdiction of Catholic organizations." But in Goncharov's article the number 1808 becomes 800 showing a greater influence of Catholic schools. Counts, p. 12.

And so goes Soviet Scholarship! A statement about a city is made for a state, any admission of poor specific conditions becomes generalized, numbers are changed, words are substituted in what is supposed to be quotations, quotations are manufactured, parts of several sentences with omission of significant words or phrases become a new sentence, context is created, interpretations are twisted; cities, authors, and books cannot be found listed in the indexes and other reports—these are illustrated in detail in Counts's pamphlet. Every superintendent and principal at least—and every teacher too—ought to own and read a copy of this very important pamphlet published by the Bureau of Publications, Teachers College, Columbia University, New York City.

One can hardly believe his own eyes so shamefacedly blatant and direct is the distortion, but one will understand the title of the pamphlet and the quotation from "Alice in Wonderland" which is placed on the cover:

"I can't believe that!" said Alice.  
 "Can't you?" the queen said in a pitying tone. "Try again; draw a long breath, and shut your eyes."

Alice laughed, "There's no use trying," she said, "one *can't* believe impossible things."

"I dare say you haven't had much practice," said the queen. "When I was your age, I always did it for half an hour a day. Why sometimes I've believed as many as six impossible things before breakfast."  
 —E. A. F.

## What Is the Vocation of Student?

It would be a great gain as we have said in a previous editorial if students regarded their student days as an organization of life with a purpose—a vocation. The student is not merely taken out of the stream of life, compartmentalized in the college—a thing apart. The Christian Students open their discussion of the student's vocation by comparing the situations of two boys who went to high school together. Both went into military service. Hugh comes out and goes to college under the G.I. Bill of Rights. Johnny is a postman and is now delivering Hugh's mail to his mother. He has married and has three children. So the Christian students ask:

What does Johnny think of Hugh's withdrawal from social responsibilities for four years?

Does he think that Hugh is preparing for future leadership?

Or does he think that Hugh—like so many others—is in college merely to get a better job after he graduates, have a



larger income, perhaps afford a nicer home or newer car than Johnny whose civil service job is secure, but certainly not a fortune maker?

Other striking questions are asked but the point is made here sufficiently for our purpose.

What is Hugh's purpose in going to college? What does the vocation of student mean for Hugh? And here we are greatly surprised at the Young Christian Students definition of the student vocation. We read:

If the student realizes his vocation to be a student, he will first be faithful to the search for truth, which is the function of the student. His life will be one of intellectual curiosity. If his truth seeking, his overpowering desire to make contact with truth in its many forms becomes the focal point of his life . . . he will have within his grasp the principle according to which each phase of his student life can be organized.

These students can unfortunately say that there are many pedagogical guides within Catholicism who speak in these terms, but none of them have ever risen to the concept of the student vocation — a life as real, as meaningful, as significant in itself as any life for which the student is supposed to be preparing.

The search for truth is the vocation of the scholar, not the vocation of the student. It is the function of graduate instruction of the university, not of the undergraduate instruction and of the college. The central problem is indicated in this quotation from Veblen's *The Higher Learning in America* (p. 21):

Doubtless the larger and more serious responsibility in the educational system belongs not to the university but to the lower and professional schools. Citizenship is a larger and more substantial category than scholarship; and the furtherance of civilized life is a larger and more serious interest than the pursuit of knowledge for its own idle sake. But the proportions which the quest of knowledge is latterly assuming in the scheme of civilized life require that the establishments to which this interest is committed should not be charged with extraneous duties; particularly not with extraneous matters that are themselves of such grave consequence as this training for citizenship and practical affairs. These are too serious a range of duties to be taken care of as a side-issue, by a seminary of learning, the members of whose faculty, if they are fit for their own special work, are not men of affairs or adepts in worldly wisdom.

Maybe you prefer to have Carlyle tell you from another point of view.

May we not say, however, that the hour of Spiritual Enfranchisement is even this: When your Ideal World, wherein the whole man has been dimly struggling and inexpressibly languishing to work, becomes revealed, and thrown open; and you discover with amazement enough, like the Lothario in *Wilhelm Meister*, that your "America is here or nowhere"? The Situation that has not its Duty, its Ideal, was never yet occupied by man. Yes, here, in this poor, miserable, hampered, despicable Actual, wherein thou even now standest, here or nowhere is thy Ideal: work it out therefrom; and working, believe, live, be free. Fool! The Ideal is in thyself, the impediment too is in thyself: thy Condition is but the stuff thou art to shape that same Ideal out of: what matters whether such stuff be of this sort or that, so the Form thou give it be heroic, be poetic? O thou that pinest in the imprisonment of the Actual, and criest bitterly to the gods for a kingdom wherein to rule and create, know this of a truth: the thing thou seekest is already with thee, "here or nowhere," couldst thou only see! (P. 148, *Sartor Resartus*.)

The function of the student is not merely intellectual, it is human, it is Christian; it is dealing with the whole man, intellectual, moral, and volitional. If the student is living a life it must be the life as defined in the Encyclical on Christian Education. There are two passages to which the Young Christian Students should give more consideration:

The true Christian does not renounce the activities of this life, he does not stunt his natural faculties; but he develops and perfects them, by co-ordinating them with the supernatural. He thus enables what is merely natural in life and secures for it new strength in the material and temporal order, no less than in the spiritual and eternal.

And for further illumination the Pope's statement of the scope of living.

For precisely this reason Christian education takes in the whole aggregate of human life, physical and spiritual, intellectual and moral, individual, domestic and social, not with a view of reducing it in any way, but in order to elevate, regulate and perfect it, in accordance with the example and teaching of Christ (p. 65, *Five Great Encyclicals*).

The conception of the student vocation must relate itself to the essential nature of man and the meaning of life. Man is not only an intellectual creature, he is a spiritual being, and need we add an animal, too. There must be established the hierarchy with himself, in which his highest nature is dominant. He must be interested in knowledge and truth but these are not his end as man. It is not to this, but

through this. A quality of human life is the educational purpose and the vocation of student is to live while learning the meaning and significance of the life he is living as well as the life in store for him. For those who wish a fuller discussion of this proposition all I can do now is refer you to my *How to Educate Human Beings*. — E. A. F

## The Catholic Attitude Toward Public Schools

Father Vincent Flynn, president of St. Thomas College (St. Paul, Minn.), makes a very interesting statement in his weekly comment in the college newspaper regarding our attitude toward the public schools as a phase of our citizenship. It formulates a conception that frequently should be made as an expression of the good will which all Catholics should feel toward the public schools. Father Flynn says:

If a Catholic emerges from school into the arena of life with no concern for the welfare of the public schools, he has not learned his lesson of citizenship. It is his duty to wish and to work for good public education, first, because many Catholic children have not the privilege of going to a Catholic school, and secondly, because non-Catholic children who go to the public schools have a right to the best education the community can provide; thirdly, if any citizen holds the view, whether he is Catholic or non-Catholic, that the condition of government, local, national, or worldwide, is no concern of his, he has an inadequate, if not a downright selfish attitude, toward his duty to society. Such a one is flying in the face of the whole scheme of God's creation, as so beautifully expressed by our Saviour: "Bear ye one another's burdens."

— E. A. F.

## Variety and Unity in World Society

Without forgetting right gradations in justice and charity in our schools, we must do more and more to instill the realization of a right world brotherhood. Tragically we see in our day that a want of this realization has brought catastrophe after catastrophe. I think that the work which is being done in our schools for the missions is a fine effort in this direction. Why not in the teaching of geography and impressing on students the cultural interdependence of peoples go on ahead? In the unity of world society, there are the historic juridical personalities of nations and states. This variety in unity, coming from the Tower of Babel, must not be disturbed, but there must be inculcated the duty of seeking in justice and charity and magnanimity of soul to be brotherly with other peoples. — Samuel Cardinal Stritch.



# Practical Aids for the Teacher

## WORD PROBLEMS

Brother James F. Gray, S.M., M.S.\*

Students of algebra generally agree that the peak of algebraic opprobrium is occupied in solitary splendor by that fearful and terrifying monster, the Word Problem or thought problem. The ordinary algebra example fits certain procedures that the student has learned and which may be applied as soon as the type of problem has been determined. Manipulative problems fit certain patterns. Word problems refuse to fall regularly into such patterns. They possess endless variety and subvariations. A student may get one type down to perfection and be completely at sea when an unfamiliar one is assigned. Consequently, the student desires for these word problems (and not unjustly) a definite procedure, a system of attack, a norm, a set of rules, not a complete rule-of-thumb process—indeed, such would not be possible for word problems—but general principles as guides.

There are various methods of attacking word problems. These methods range from complete *laissez-faire*, wherein all is left to the ingenuity of the student to the memorization of a few type problems as models of the more common varieties. The former method amounts to a series of puzzles which have very little educative value. The latter system pays token homage to the class, for most of them can be brought to a stage where, if a problem is carefully chosen to be one of the aforementioned types, the students can solve it successfully. This method, however, does not provide a general weapon of attack or foster independent thought.

### A Systematic Attack

The following paragraphs will outline a systematic method of attack upon word problems which seems to be a teachable procedure that can bring word problems within the power of the entire class and yet general enough to avoid the danger of mechanical memorization. During more than five years of application in classes of first year algebra this method has produced very gratifying results.

First, let us limit the problem. The intrinsic difficulty of the word problem lies in obtaining from the verbal statement an algebraic equation, the solution of which is seldom a matter of difficulty. In fact, compared to the equations handled in the unit devoted specifically to them, those obtained from word problems are generally quite brief and simple. Hence our method of attack on word problems is simply to translate the words into an algebraic equation.

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Algebra is a language. The equation is its sentence. The letters, numbers, and operational signs are its vocabulary. The setting up of an equation is actually a translation of the given problem from English to—not Spanish, French, or Latin—but to algebra. The resultant equation states, in algebraic language, precisely what the given problem states in English. It should be strongly emphasized that this is not merely a comparison, that algebra is a language and that we do literally translate sentences into equations, word for word, or, rather, symbol for word. Translation in general language work hinges roughly on two skills—knowledge of vocabulary and the ability to fit these vocabulary words into a grammatical sentence.

With this underlying theme, the proposed method consists of the following three points, each of which will be discussed and implemented with precise directives:

1. List the quantities sought in the problem.
2. Translate these quantities into algebraic expressions, thus forming an English-algebra vocabulary.
3. Literally translate the unused sentence of the problem into an equation by means of the previously listed vocabulary.

*Step 1. List the quantities sought in the problem.* On reading the average word problem, especially when new to this form of frustration, the students usually reach the final period completely confused. They seem to think that they should understand the problem completely upon this first rapid reading. It will boost their morale considerably to be informed that at the end of the first reading there is really very little they should be able to state about the problem; that, in fact, at the end of his first reading the teacher himself has no more idea than they about the problem, the particular method of solution, the equation, or the answer.

### Just a Translation

The present method assures the students that all that is expected of them after this initial reading is something they all are able to do—to list (in English, not algebra) the questions asked in the problem, or the quantities being sought, as in the following examples:

This beginning may seem rather simple and unnecessarily easy to stress as the first step of a particular method, but this is precisely its justification. The law of inertia applies as strongly in mental work as in physical science. The student mind at rest tends to remain at rest; the student mind in action tends to continue or even increase its activity. The crux in any mental effort is the transition from inactivity to activity, the conquest of "I can't seem to get started." By making the initial step one that is definite and precise and, at the same time, so simple as to be within the grasp of every student, it becomes a routine matter to start the problem. The mere enumeration of the quantities involved is just such a simple initial step.

Well begun, half done! Instead of contemplating a blank paper, the students have started to work and their minds tend to continue sequentially to the next step, especially if they are further aided here by the presence of precise directives.

I believe than an even slightly more complicated beginning is to be criticized. For example, consider the common, "Let  $x$  be the number of degrees in the second angle." A beginning such as this includes far more than the minimum beginning suggested above: it includes having mentally formed the list of quantities mentioned above, plus having chosen one of the quantities as the most likely point of departure, and having assigned to this chosen quantity an appropriate algebraic expression. This may not seem like much to require, but it will effectively block the activity of many students. Experience shows that in many problems this matter of determining the proper starting point is, in itself, one of the most difficult habits to acquire. As will be described under Step 2, it should be approached carefully with several helpful guides. The student should be allowed to keep his wordage to a minimum and be permitted to retain the abbreviations, ellisions, etc., which he will undoubtedly introduce into this phase of the method, as per the examples in Table II (revisions of those in Table 1).

*Step 2. Translate the listed quantities into algebraic expressions.* This second step is the heart and center of the method. It contains most of the thought, technique, and skill needed to reach the equation. It consists in finding appropriate algebraic "vocabulary words" that translate the English words or phrases listed in part one.

The first question, a difficult one is, What shall we call  $x$ ? In fact, this start is almost the whole process. In giving concrete suggestions as to how to start, it is necessary to distinguish between two general types of problem.

Table I

|               |           |                      |              |               |                  |           |              |          |
|---------------|-----------|----------------------|--------------|---------------|------------------|-----------|--------------|----------|
| first number  | A's money | weight of            | first angle  | 1% investment | St. Louis' score | No. wrong | John's work  | nickels  |
| second number | B's money | ship weight of cargo | second angle | 5% investment | Kentucky's score | No. right | Henry's work | dimes    |
| number        |           |                      | third angle  |               |                  |           | Fred's work  | quarters |



Table II

|         |   |       |            |         |           |       |       |
|---------|---|-------|------------|---------|-----------|-------|-------|
| 1st No. | A | ship  | $\angle 1$ | 4% inv. | St. Louis | wrong | John  |
| 2nd No. | B | cargo | $\angle 2$ | 5% inv. | Kentucky  | right | Henry |
|         |   |       | $\angle 3$ |         |           |       | Fred  |

## A Simple Beginning

In the first type, all but one of the variables are defined in terms of the remaining one. E.g., "the first of three angles is twice the second, and the third is eight degrees less than three times the first." The student lists his quantities as directed in Step 1 in a vertical column—first angle, second angle, third angle—and then considers which one is to be first translated into algebra. (This is not at all obvious to the average student, and without a method remains, even for the good student, at the mercy of a variable and unpredictable insight.) The place to begin is with the quantity that the problem does not try to describe, does not talk about. Therefore, the student re-reads the problem, checking off on his list of quantities the ones mentioned in the problem as the subject of some clause. In our example, an attempt is made to describe the first and third angles so these are duly checked off. The unchecked quantity (the second angle) is the one with which the student begins his work. It is assigned the algebraic vocabulary word "x" and the other quantities are named appropriately from it, thus:

|   |              |          |
|---|--------------|----------|
| ✓ | first angle  | $2x$     |
| ✓ | second angle | $x$      |
| ✓ | third angle  | $6x - 8$ |

This procedure can be readily integrated with the English course by rephrasing the directive as follows: The one quantity which does not appear as the subject of a clause in the problem is designated as x. Here, of course, we suppose that the student knows what a clause is.

This particular practice has been the most successful single element in untangling word-problem difficulties in the author's classes. With a co-operative English department, and if your class happens to be largely part of a single English group, many of your word problems can be given the complete grammatical "works" during the English period.

A slightly different beginning is suggested for the second type of problem, in which the sum or totality of two quantities is given without specific reference to a simple relationship between them. While sometimes susceptible to the same treatment as above, it is usually much easier, and should soon become instinctive, to assign to one of the two quantities the values "x" and to the other, "totality minus x." Notice the following examples:

1. The sum of two numbers is 50.
2. A ship and its cargo together weigh 140 tons.
3. Two boys together earned \$160.
4. A man invests \$20,000, part in 4% bonds and part in 6% bonds.

Table III

|            |           |               |              |
|------------|-----------|---------------|--------------|
| 1. 1st No. | x         | 2. ship's wt. | x            |
| 2nd No.    | $50 - x$  | cargo's wt.   | $140 - x$    |
| 3. 1st boy | x         | 4. 4% bonds   | x            |
| 2nd boy    | $160 - x$ | 5% bonds      | $20,000 - x$ |

## A Deck of Cards

The first time a problem of this type arises in class the fundamental idea behind the assignment of these two values may be indelibly imprinted on the student's consciousness by manipulating a deck of cards before the class, separating it into two parts, and having the class name the parts. For the first part, you will easily get the suggested name of "x" cards. The remaining part will obviously be  $(52 - x)$  to many of your class. It will

become clear to all by one or two repetitions wherein the teacher displays the 52 cards, violently "subtracts" the first x by swinging them around behind his back, and displays the remainder. Any time later in the year that a student shows the slightest doubt as to the proper beginning for a problem of this type, the teacher merely has to ask him if he has a deck of cards handy. No more will be necessary. He will re-think the situation out for himself.

Both of the above general types belong to the simplest class of word problems, problems which I describe to the students as "single" problems. By "single" problems I mean word problems involving a single set of a certain number of quantities of the same type (as in all the previous examples), such as weights, numbers, sums of money, angles, etc. In these problems there is but one algebraic quantity corresponding to each of the entries listed in Step 1.

(To be concluded)

## An Auditorium Review of Senior English Literature

June Verbillion\*

When I was asked by the principal of our high school to present an English program sometime in April, my thoughts and hopes turned to the literary selections which we had met that year in our survey of English literature.

I told the class of the impending assembly and suggested a few possibilities. They were then asked to list their ideas for our program and their preferences for the work involved. Later, when I read the suggestions, I noticed that several names appeared again and again. Chaucer, Shakespeare, Burns, Tennyson—or more specifically, *Canterbury Tales*, *Macbeth*, "Auld Lang Syne," "Break, Break, Break."

After this preliminary sorting had been completed, I noticed that this haphazard choice was fortunate in at least two respects. First, there was a variety of literary types represented. For example, *The Canterbury Tales* would most probably be dramatic monologues; *Macbeth* was obviously pure drama; "Auld Lang Syne" was a rather nostalgic, but well-loved song, and "Break, Break, Break" would undoubtedly be a lyric presentation of a verse-speaking choir. Second, these choices ranged from the Middle Ages through the Renaissance and Pre-Romantic to the Victorian era, and as such constituted an excellent review of our text, *English Voices*, the product of the Catholic University of America.

## A Student Project

So far, so good. But I was hesitant about

taking the next necessary step, the preparation, for this was my first try at stage directing. From my own experiences in taking part in such productions I knew that they were most successful when they were teacher dominated, but from the same source and also from a huge mass of educational literature, I knew that such a situation of dictatorship was not exactly cricket in these enlightened days. So I resorted to my old friend, Compromise, crossed the proverbial fingers, and said something such as this to the class:

"Your choice of selections for our program has so amazed me with its practicality and discretion that I feel you are capable of doing much of the work involved by yourselves. It certainly would be wonderful experience for you to go ahead, on your own, as far as you can, and look on me as a type of consultant, or emergency aid. To get the thing started, I have appointed general managers for each of the divisions, and I have also listed for these managers those who signified their preferences for certain parts.

"The general managers will have the authority to call rehearsals and to bring to my attention people who consistently fail to report to rehearsals. Watch the bulletin board for dates of individual rehearsals and for the all important dress rehearsal. With co-operation on your part, this can be an assembly to remember."

Unexpectedly, the enthusiasm of the class was near unanimous, and to me very hearten-

\*Teacher of English, Siena High School, Chicago, Ill.



ing. My next step was to call a lunch-time meeting of the general managers.

### Simple Costumes

The student in charge of the *Canterbury Tales* section said she didn't know about costuming for her characters, so we took about ten of the most important pilgrims, eliminated six one by one, and came up with the remaining Knight, Prioress, Monk, and Student. The costuming manager knew of an old cassock which we could use for the prioress' habit. This, coupled with a white collar, white wimple, and black veil which someone remembered she had once used in a long-ago play, solved the clothing problem for Madame Eglantine.

In rereading Chaucer's description of the Knight, we discovered that he didn't wear his armor for the pilgrimage. This was a great relief—we now needed a "fustian doublet discolored where the coat of mail had pressed." This requirement was eventually met by one girl's old pale blue "sack dress." Add a pair of navy blue slacks laced with shoestrings about the foreleg to simulate leggings, add a navy blue long-sleeve sweater, to be worn under the dress, and for a final touch, put into the Knight's hand a shield which has been cut from silver paper and cardboard and, you have a creature who, if she wore bangs and short hair, as ours did, looks very much like Joan of Arc!

Once the idea had taken hold, suggestions came fast and furiously. The Monk? Simple—a long brown robe, brown hood from someone's winter coat, and a piece of clotheline with three knots for a cincture. The Student?—a black gown like that worn at graduations, a beret, and an outside book. (We used *The Reader's Guide to Periodical Literature*, but an unabridged dictionary, if it could be carried, will do just as nicely.)

From there we went on to choose three scenes from *Macbeth*. It wasn't difficult to predict the girls' choices; the opening scene of the witches, the dagger or post-murder scene, and of course, the always effective sleepwalking scene. For the three witches we decided on ordinary dark blankets and long sticks which we picked up from the ground. For the post-murder scene, we had no suggestions, so we were forced to rent two costumes, but since they were just what Shakespeare would have ordered, they made up for any discrepancies evident in the other costumes. The sleepwalking scene was simple—a long white, sleeved nightgown and a candle for Lady Macbeth, a violet robe for the lady-in-waiting, and the same brown robe, as used for the monk, dressed up a little by means of a wide leather belt, for the doctor.

### Verse-Speaking Choir

When the costuming had been settled, we went on to formulate a verse-speaking choir and to choose selections. The girls voted on "Why So Pale and Wan?" a love lyric by Sir John Suckling with a trick final line; "Break, Break, Break," which was good for

its onomatopoeic lines; "The Bugle Song," ideal for a choir with its line of "dying, dying, dying," and to crown the selections, Lewis Carroll's nonsense poem, "The Jabberwocky." It was agreed that the speakers would wear their uniforms with artificial flowers to spruce up a little.

### A Glee Club

Another group which we formed was a miniature glee club to sing: Thomas Moore's beloved "Believe Me If All Those Endearing Young Charms," Ben Jonson's "Drink to Me Only With Thine Eyes," and Robert Burns' "Flow Gently Sweet Afton," and as a climax, "Auld Lang Syne." Since two of these songs were of Scotch origin, the girls decided to wear ordinary scarves of red plaid, crossed as stoles in the manner of the deacon at Mass, to add flavor and color.

### And Vaudeville

The class had worked on a term paper as the major product of the third quarter, and one of our more talented seniors had worked out a skit illustrating the trials and pitfalls of such a job. This was to be our *pièce de résistance*; we were going to follow the vaudeville slogan of "Always leave them laughing."

Thus our plans were made. I said I would like them to report back to me in a week's time. Posted on the bulletin board almost every evening were notices of practice and rehearsal ordered by the general managers. When the week had expired, I listened to the groups individually and, to my surprise, noted that few suggestions on my part were necessary. Evidently, the gauntlet had been retrieved and the challenge to their abilities accepted. It is true that reports came to me from time to time of girlish pettinesses and of real or imagined shortcomings, but in a few days, groups had been stabilized and

it was evident that those now active had been tried and tested.

### Finishing Touches

Little remained now but to formulate a welcoming address telling the audience that we were inviting them to review a course in English literature with us, and to write links for the various parts. This was the work of not more than an hour all tolled, and again I was agreeably surprised when the students remembered such labels as "Chaucer was the first man to paint English men and women as they really were," or "Shakespeare knew his audiences and he understood that human nature is a curious mixture of good and evil."

I found myself looking forward to the dress rehearsal. It was held after school and we ran into interference, of course, in the guise of after-school jobs, basketball practice, and swimming meets. But, in one way or another, we muddled through, and when the Knight came on, dressed in her assorted finery and, in the glare of the yellow footlights, in front of the curtain, advanced to say, "A Knight I was, and that a noble man," the approving noises from our spectators told us that they were disposed to be appreciative.

### The Results

The actual program was well received by the entire school, especially by the juniors who indicated that they were looking forward to their senior year. All in all, it seems that a program such as this accomplishes in one hour by pleasing the eye what it often takes a year of patient reading to produce. The school was made Chaucer- and Shakespeare-conscious; many seniors discovered they had untapped sources for acting; all the seniors enjoyed the review of the work of the year, and I am more convinced than ever that Chaucer and Shakespeare are good theater. Who shall say these are mean results?



Catholic Press Month at Our Lady of Lourdes School, Chicago 23, Ill. The 8th grade did a fine job of spreading Catholic literature among their parents, friends, and acquaintances. The Benedictine Sisters of Sacred Heart Convent, Lisle, Ill., are in charge of the school.



## INSPIRATION AND LEADERSHIP FROM THE LIBRARY

This is the library at Hayden High School, Topeka, Kans. Its physical appearance, layout, and furnishings are quite commonplace. Note, however, that it is overflowing with books and well patronized; its patrons come early and late, and the Sister librarian calls it a boys' haven.

As good schools are the result of good teachers, so the usefulness of the library depends upon the competence and the initiative of the librarian. Sister Ann Bernardine, S.C.L., the librarian here is called the "Hobby Sister." Outstanding as a hobby is the making of posters. Here is a group of students' posters displayed in the library. This activity brings new meaning to classes in religion, English, history, and other studies. In the words of Sister Ann "It represents leisure hours well spent."

The poster hobby and the inspiration from the high school library go down into the Assumption Elementary School as shown by this picture of children with their Rosaries. "Prayer is the most powerful weapon in the world," says the poster.



Photography is the hobby of Theodore Hamilton, the hobby boy shown in the individual picture. During his free time he took the pictures shown on this page.

The following is a sample of the advice Sister Ann gives to the patrons of her library and their parents.

The longest life here below is extremely short. Therefore let us all endeavor to nourish our minds and those



of our children only with the best in literature. Good fiction has its place, but it fails sadly to cover the whole field in a child's life as well as in ours. The lives of heroes and heroines, especially those of God's friends and ours, the saints, should be read by all. Choice bio-

graphical works will help to produce healthier citizens and great leaders for God and country. Never before were proper leaders so in demand. We can help change the world in a big way by giving good books as gifts now and then.



# BETTER EXHIBITS

## for the High School Library

*Brother Casimir, O.S.F.\**

The main work of a high school library is more or less standardized. However, the school library can be a really vital force in the institution and in the lives of the students.

Practically all libraries have exhibits of one kind or another. These offer an opportunity to widen the scope of the library's work and to make it much more effective. The circumstances of an individual situation and the ingenuity of the librarian and his assistants are the ingredients in a successful exhibit program.

Ingenuity can easily make the difference between a space filler and a really vital exhibit. One high school librarian through a member of the teaching staff arranged an exhibit for Lent of some of the personal books of the famous Thomas Merton. This teacher had attended St. Bonaventure College, the place at which Merton was a professor of English before he went to the Trappists. Prior to leaving, Merton gave away various personal belongings to his acquaintances. To this teacher he had given a standard, desk-size dictionary with the name Thomas Merton inscribed on it. The librarian asked the teacher to use his good offices with the library of St. Bonaventure College to borrow more exhibit material.

A short time later a rather large, cardboard box arrived filled with snapshots, books won as prizes by Merton in his student days, some other books from his personal library, and various pieces of related material. Within the next day or two all the items were arranged in the exhibit cases.

The interest aroused by the display was very satisfying. Many of the students had already read Merton's best selling autobiography, *Seven Storey Mountain*, and, of course, viewed the exhibit with new appreciation. Part of the display was of special interest to the school's athletes. Among the items was a special issue of the students' magazine at St. Bonaventure College. One of the articles was the excerpts from *Seven Storey Mountain* which pertained to that school. In one of these Merton told about the football players who were students in his classes. The athletes read this with special concern, and many of them made reservations for one of the library's copies of the book.

The students' interest was of a much wider and a much stronger character than these few details indicate. The editor of the school newspaper placed a story about the exhibit on the front page of the next edition. For the next few days there was an almost constant stream of visitors to the library.

The teachers, of course, were very much interested. One man in the English department had a collection of Merton's early poems which he lent for the exhibit. Another teacher volunteered to get out a press release about the exhibit for the local Catholic and secular newspapers. As a result some students from a near-by college visited the display. As a piece of desirable publicity there can be no doubt about this, especially since so much school space in the press is given to athletics. Naturally, there is no objection to this, but publicity based on the library or some other aspect of school life will create a much needed balance and will increase the school's usefulness and following.

This is only one instance of where ingenuity made the difference between a space

filler and a really vital exhibit. During the month of May many school libraries feature vocation exhibits.<sup>1</sup> Most of these are comparatively dull to the average teen ager. One librarian persuaded the vocation director of a religious community to obtain some bookmarks with an appropriate message about the need for more priests, Brothers, and Sisters and a brief announcement about the exhibit in the library. These bookmarks were distributed to the classes by the English teachers. Thus an element of novelty was introduced into the observance of Vocation month and into the use of the school library. Next term that librarian intends to have bookmarks printed especially for the school library. These are to contain the rules for the use of the library and are to be distributed at the beginning of the school year.

Doubtless, many additional examples illustrating similar approaches can be found. It is not enough for the librarian passively to do the job. A little ingenuity in the handling of the exhibit program as well as in the other phases of this work will increase tremendously the value and the service of any school library.

<sup>1</sup>Since March is being accepted as Vocation Month, THE CATHOLIC SCHOOL JOURNAL will feature vocation needs in the March issue. — Editor.

## Stephen Foster Dramatized

### Dear Friends and Gentle Hearts

*Sister Adele Marie, C.S.J.\**

[*The play opens with a musical number, played or sung off stage, "Carry Me Back to Ol' Virginny."*]

NARRATOR: as a part of this afternoon's entertainment, dear friends, we, the children of Grade — in — School, wish to put on a little skit depicting a few incidents in the life of Stephen Foster, one of America's best-loved composers. Foster gave to us many songs which are familiar to every American. Let us turn back the pages of time to a day in the summer of 1826. Olivia Jane, who works for the Foster family, is talking to a friend. [*Enter Olivia Jane and Cynthia Lou.*]

OLIVIA JANE [*seating herself on a bench*]: Lawdy, I's a tired nigga. Ain't had a minute to rest all day long.

CYNTHIA LOU: Why fo' you tired, Ollie?

OLIVIA JANE: Ah been workin' hard. Dere's a new baby in de Foster family. He was born last month on July fourth.

CYNTHIA LOU: July fourth! Ah declare! Dat's de same day John Adams and Thomas Jefferson died.

OLIVIA JANE: Sho' enough, it is! Two great men die and one little man am born.

\*Star of the Sea Academy, San Francisco, Calif. The title of this dramatization is taken from an unfinished note written by Foster shortly before his death.

CYNTHIA LOU: What's de baby's name, Ollie?

OLIVIA JANE: Dey called him Stephen— Stephen Collins Foster. Pretty, ain't it?

CYNTHIA LOU: Yeah, dat's a nice name, but ain't it too bad dey didn't call him John Adams Thomas Jefferson Foster, after de two great presidents, you know.

OLIVIA JANE: Well, Stephen Foster am a good enough name. Mrs. Foster am mighty proud of dat boy. She says he'll be de president of dis big republic someday too.

CYNTHIA LOU: Dat wouldn't surprise me. Dem Fosters has fine blood in 'em. Say, look who's comin' dis heah way!

[*Enter Sambo walking very jauntily and pushing a baby carriage.*]

SAMBO [*bowing gallantly*]: Good day, Olivia Jane and Daisybell!

CYNTHIA LOU [*angrily*]: Listen here, Samuel Preston Smith, how many times has I got to tell youse' dat my name ain't Daisybell?

SAMBO [*contritely*]: I's very sorry, Cinny, I has a poor memory, and wid dis big responsibility [*points to carriage*], my memory gits worse.

OLIVIA JANE: So you am givin' de little man a ride. May we see him, Sam?

SAMBO [*as the girls approach the baby car-*



riage]: Go 'way! Go 'way! My legs ache plenty from wheeling dis buggy up and down, up and down, till I finally got dis little rascal to sleep, and you ain't gonna waken him!

OLIVIA JANE: Oh Sam, you're mean!

CYNTHIA LOU: Of course he's mean! He am de stubbornest boy I ever knowed. Come on, Ollie, let's not even talk to him.

OLIVIA JANE: I is plumb disgusted wid you, Sam. Men am very strange creatures!

SAMBO [mischievously]: Dey sho' am, and dat's why ladies likes to talk to dem even when dey is baby-buggy size. Good day, ladies! [The girls depart and Sambo takes possession of the bench. He peeks into the carriage.] Ma little white angel still has his eyes closed tight. Dream on, dream on, little fella! Dis big black angel am going to close his eyes and dream a bit too. [He stretches out on the bench with the carriage behind him. While Sam sleeps, a group of girls in ankle-length gowns come out to sing "Beautiful Dreamer." As the girls glide off the stage, Sam awakens, rubs his eyes in bewilderment, and peers into the baby carriage.] Well now, dat was strange! I heard music, and it was comin' right out ob dis baby buggy! But de little rascal am still sound asleep. Beautiful dreamer . . . dem was de words I heard in de song . . . beautiful dreamer!

## SCENE 2

NARRATOR: Ten years have passed. Stephen Foster has grown up to be a likable boy, and a smart one, too. But like so many other boys, he dislikes to study. Today we find him pacing up and down in the garden, trying to memorize the alphabet. There's a minstrel show in town, and Mrs. Foster has told him that he can go only on one condition—he must memorize the alphabet.

STEPHEN FOSTER [about ten years old, walks up and down carrying a large open book. He recites the alphabet hesitantly]: A, B, C, D, E, F, G, H . . . I got to see that minstrel show! Hey, Olivia, are you and Mose going to the minstrel show?

OLIVIA JANE [off stage]: No, honey chile. Ah gots to bake dis aftanoon, an' Mose am workin' fo' a change.

STEPHEN [shaking his head sadly]: A, B, C, D. I've just got to go to that show. Maybe Old Black Joe could take me. D, E, F! [He throws the book on the bench impatiently.] What's the good of learning these old letters anyhow! But if I don't, I can't go to the show. [He takes up the book and resumes his study.] G, H, I, J, J! Hey, Olivia, what comes after J? I bet you don't know.

OLIVIA JANE [off stage]: Ah sho' does, honey chile. K, like in Camptown.

STEPHEN [dreamily]: K, like in Camptown . . . Camptown! De Camptown ladies sing dis song, dooda, dooda. [He paces up and down humming a few measures of "Camptown Races." Enter a group of children. They carry slates.]

CHILDREN: Hello, Stephanie!

STEPHEN: Hello, everybody! Is school out already?

OSCAR [the largest of the boys]: Dame Carroll actually let us off early so we could go to the minstrel show this afternoon.

ROSEMARY: I think she wants to go herself, that's why!

PETER: Aren't you going, Stephanie?

STEPHEN: I want to, but Mother says I must learn the alphabet first, and the letters just won't stay in my head.

OSCAR: Oh, that's too bad!

LUCY: What a pity!

PETER [enthusiastically]: And this is such a wonderful minstrel show too. My father says that Christy's is the best minstrel show in the world.

OSCAR: Listen, Stephanie, I have an idea. Maybe if we promise to teach you the alphabet in a week, your mother will let you come with us to the show.

STEPHEN: That's a good idea, but—

ROSEMARY: Let's all of us go and ask her.

STEPHEN: Wait! Just let me try saying it once more. A, B, C, D, E, F [the girls count the letters off on their fingers as he recites] G, H, I, J, J—that's where I always get stuck!

CHILDREN [in unison]: K, Stephanie, K, K, K!

STEPHEN: Sure enough! K, like in Camptown. That reminds me! I have an idea too. I'm going to teach you another song. Listen, it goes like this. [He hums a few measures of "Camptown Races." They begin to hum too.] That's it! You have it! Sing, everybody! [As the children sing, six or eight boys step up front stage to dance. The taller children in the background slowly turn their slates around, holding them high. On each slate is a nine-inch letter. The letters spell out the name "Stephen Foster."]

## SCENE 3

NARRATOR: Fourteen years have passed. Stephen Foster is now one of the most popular young composers in the United States. His mind is a treasurehouse of music. He still loves minstrel shows, and the colored people are the inspiration for most of his compositions. Let us follow him this evening to the plantation home of his cousin, Judge Rowan, in Kentucky. Let us stroll over to the slaves' quarters to hear what some of his little friends have to say about Stephen Foster.

[Enter a group of colored children and Judge Rowan's son. The latter sits on the bench and the colored boys begin to play leapfrog. After a few moments, the boys group themselves about Jay Rowan.]

JOE ADAMS [to Jay]: Say, Marsa Jay, did you all see de whistle dat Marsa Stephen bringed me from de city?

JEM HARRIS: And look at de marbles he brang me. Dese am real jewels!

MANDY: Marsa Stephen am de one who is de jewel. I neber thought I would own a doll like dis. Ain't she beautiful?

JOE ADAMS: Dolls! who wants to look at dolls anyhow?

MANDY [indignantly]: Well, I do, Joe Adams. Marsa Stephen says I must call my doll "Jeanie," "Jeanie Wid de Light Brown

Hair"—dem was his words. My mammy says dat's de name of Marsa Stephen's gal in Pennsylvania.

JOHN HARRIS: Listen heah, Mandy Jones, you talks too much! I specks Marsa Stephen don't go round calling his gal Jeanie Wid de Light Brown Hair!

MANDY: Well, John Harris, I speks you's wrong! Anyway, dat's my doll's name!

JAY ROWAN: You know, Mandy, I think I heard Mr. Foster singing a beautiful song the other night, and it was something about "Jeanie with the light brown hair." By the way, boys, do you remember that old dog that Mr. Foster brought down here with him two years ago?

JEM HARRIS: Sho', dat was Old Dog Tray, de finest animal I eber laid eyes on.

JAY ROWAN: That's right, Jem. Well, I heard Mr. Foster telling my father last night that the old dog died.

JOE ADAMS: Well, Ah declare! Now Ah knows why Marsa Stephen was playing a sad song on de banjo yesterday, and it went something like dis: [He recites or sings "Old Dog Tray."]

Old Dog Tray's ever faithful,  
Grief cannot drive him away,  
He's gentle, he is kind,  
We'll never, never find  
A better friend than Old Dog Tray.

JOHN HARRIS: My, my, dat am pretty! Say, fellas, let's sing de song Marsa Stephen taught us las' night. Do you want to hear it, Marsa Jay?

JAY ROWAN: Certainly, John. There's father and Mr. Foster now. They are going to sit out on the veranda for a while. Sing your song so that they can enjoy it too. [Enter the entire cast, except Stephen Foster, to sing "My Old Kentucky Home."]

NARRATOR: And here, kind friends and gentle hearts, we shall leave Stephen Foster. Great sorrows made the last years of his life unhappy ones, but from the kind heart of this gentle poet came the beautiful songs that America will always sing.

## THEY FEAR GODLESS SCHOOL

Evidence of Protestant leaders' dissatisfaction with the exclusion of religion from public schools has led the National Education Association into trying to scare Protestants away from joining forces with Catholics to provide a remedy. This is the view held by Rev. Robert C. Hartnett, S.J., editor of *America*. Substantiation of his charge is found in the February issue of the *NEA Journal*. It contains a signed editorial intimating that American democracy has no need for parochial schools of any denomination.

Joy Elmer Morgan, the editor, said that a parent's right to send his children to the school of his choice cannot be questioned. "But," he continued, "he may properly question the wisdom in our democracy of segregating several million young citizens on the basis of religion"—or in plainer words, the wisdom of having Catholic or other denominational schools.

Mr. Morgan went on: "One cannot question the right of a church to maintain schools, but if he follows American principles he must question the right of any church to demand or receive tax money to support any of its enterprises."





# MINUTE MEDITATIONS

*Sister M. Amatora, O.S.F., Ph.D \**

WITH JESUS' SACRED HEART



## June 1. The Sacred Heart

June is the month of the Sacred Heart. His human heart is the sign of the great love that Jesus has for all people.

Jesus loves children the most. Even when He was very tired one evening, He scolded the Apostles for trying to send the children away, and said, "Let the children come to Me."

Plan today some little practice you can do each day during June to show your love to the Sacred Heart.

## June 2. Pray for the Sick

Saints Marcellinus, Peter, and Erasmus were martyrs in the early Church. Peter converted his jailer, and Marcellinus, a priest, baptized him. Erasmus is the patron saint against internal diseases.

When you know of someone who is sick, don't forget to say an extra prayer for him.

Children may not visit in the hospitals, but you can visit Jesus today and pray for poor sick people.

## June 3. Corpus Christi

On the first free Thursday after the octave of Pentecost, the Church celebrates the institution of the Holy Eucharist. On Holy Thursday, the eve before He died, Christ gave us this great sacrament of His Body and Blood.

How often and with what reverence and devotion do you receive this Sacrament of Love?

Each time you go to Holy Communion tell Jesus how much you love Him, and ask Him to make you a saint.

## June 4. Your Vocation

A letter telling about the founding of the new Order of Clerks Regular was given to Francis Carracciola by mistake. He joined that Order and led a life of prayer and penance.

God's providence always finds a way to let us know what God wants us to do.

Pray today to the Sacred Heart for your own vocation, whatever it may be.

## June 5. A Kind Deed

St. Boniface, an English monk, was sent by the Pope to bring the true faith to the people of Germany. After working there many years, he and thirty of his monks were killed.

Today there are still lands where the people have never heard of the Sacred Heart. You can help convert these pagans by your prayers and good works.

Without being asked, do a kind deed for someone today.

## June 6. Follow God's Voice

One day as St. Norbert was riding in a storm, he heard a voice calling him to the service of the Church. He followed the call, became a priest, and later founded an order of monks.

God has a special job for each one to do. It is up to you to listen to, and then to follow the voice of God, in whatever state He may call you.

Say a short prayer today and every day that you may hear and follow God's call.

## June 7. The Great Sacrifice

Jesus offered the first Mass at the Last Supper when He changed bread and wine into His own Body and Blood. This is the great Sacrifice of the New Law.

What is your love for the holy Mass? Do you use your missal and follow the prayers of the priest, who takes Christ's place?

Each morning as the Mass begins, think that you are there with Jesus and His Apostles.

## June 8. Vacation Mass

The Holy Eucharist is a sacrament as well as a sacrifice. When you receive Holy Communion during the Mass, you are taking part more fully in the great sacrifice and sacrament.

Nothing would please the Sacred Heart more than to see the children He loves so much go to daily Mass and Holy Communion during vacation.

Think it over, and see if you can't do that this summer.

## June 9. True Brothers

In today's Mass are these words: "This is the true brotherhood which overcame the wickedness of the world: it followed Christ, attaining the kingdom of heaven."

These words apply to two brothers, Saints Primus and Felician, who were true brothers to the end, dying as martyrs for the faith.

Be a true brother (or sister) to someone today by helping him (or her) to do good.

## June 10. The Christian Home

St. Margaret was queen of Scotland for thirty years. By her great penances and good example she brought her people to a better way of life. She also trained her husband and her eight children to true piety.

True Christian piety is sadly missing in many homes today. What can you do to bring the life of Christ more fully into your home today?

Think over this question, and then do something about it.

## June 11. Be a Co-Missionary

For 12 years St. Barnabas worked with St. Paul in preaching to the pagans in many towns and countries. He brought great numbers of pagans into the true Church.

At the present time, our missionary priests are also bringing thousands into the true Church, especially in Japan and China.

Be a co-missionary by praying every day for one of these missionaries.

## June 12. Peacemakers

St. John of San Facondo gave his riches to the poor, and spent his time in prayer and works of charity. He had a special gift of making peace between enemies.

Peacemakers are needed today in the home and in the school, as well as among nations.

Ask yourself today if you always do your part to make peace in whatever group you happen to be.

## June 13. The Wonder-Worker

St. Anthony gave up all earthly riches and became a famous Franciscan preacher. Once when people did not listen to him, he called to the fishes, and they all came and listened until he told them to swim away again.

Many people pray to St. Anthony to find lost or stolen articles. But you can also pray to him to help you find spiritual help and eternal riches.

Ask St. Anthony today to find for sinners the way to salvation.

## June 14. Hearing the Word of God

St. Basil the Great was a holy and learned monk who later became a bishop. He was the author of one of the earliest monastic rules, which is still kept by the monks of the East.

The Gospel for the feast of St. Basil says, "He that hath ears to hear, let him hear." Do you listen with attention to the word of God in the Sunday sermon?

Make the resolution to listen with reverence to the word of God in every sermon.

## June 15. Eyes on Heaven

St. Guy was saved from the cruelty of his father by his teacher, St. Modestus, and his nurse, St. Crescentia.

Guy became so famous for his holiness that the wicked Diocletian called him to free his son who was possessed by the devil, but after that he had all three saints put to death. Do not look for your reward here on earth.

Ask these three holy martyrs to help you keep your eyes on your heavenly reward.



**June 16. The First Fridays**

On June 16, 1675, the Sunday after Corpus Christi, Jesus showed His Sacred Heart to St. Margaret Mary, and asked that the following Friday be set as Its feast.

Listen to Jesus' words: "Behold this Heart which has loved men so much and is loved by them so little in return."

Remember to continue your First Fridays in honor of the Sacred Heart during the summer months.

**June 17. Light the Fire**

Jesus gave us the feast of His Sacred Heart at a time when the love of mankind was growing cold.

Again at the present time many people do not love God as they should. You can make up to Jesus for these by increasing your love for Him.

Light the fire of love in one heart today by showing someone the goodness of Jesus.

**June 18. Singing Is Golden**

When Ephrem was cast out of his home by his father, a pagan priest, he retired to the desert. There he wrote Christian hymns and poems, especially in honor of our Lady.

St. Ephrem is called "the harp of the Holy Ghost" on account of his writings. If you cannot write poems to our Lady, you can sing hymns in her honor.

Always join in the songs to our Lady with great devotion.

**June 19. Mary Calls You**

Even as a child St. Juliana showed such signs of holiness that her uncle, St. Alexis, said to her mother, "She is an angel." She had great devotion to Our Lady of Sorrows and to the Holy Eucharist.

The Blessed Virgin loves to make saints of children. She is calling you to holiness, too. Will you follow her inspirations?

Resolve today to receive Jesus with great love and devotion each time you go to Holy Communion.

**June 20. Vacation Time**

St. Silverius, pope, after many sufferings, died in exile. His body was brought back to Rome, and became famous because of numerous miracles.

All the saints suffer for Christ in one way or another. If you have nothing to suffer today, impose some little penance on yourself for love of the Sacred Heart.

Remember vacation from school does not mean vacation from Christ.

**June 21. Do All for Jesus**

St. Aloysius made a vow of virginity at the age of nine. Later he entered the seminary, but died before completing his studies.

Here is a special patron saint for children. Both in your studies during the school year, and in your play during the summer, you can do all to please Jesus. That is holiness.

Ask St. Aloysius to help you keep your soul pure and free from every sin.

**June 22. God's Law First**

St. John Fischer was put to death June 22, 1535, because he rebuked King Henry VIII and would not accept him as head of the Church in England.

We must always remember to serve God rather than man, if someone wants us to sin.

Show your companions by your example that you obey God's law first.

**June 23. The Voice of Conscience**

The Mass for today recalls the visit of the Archangel Gabriel to Zachary to tell him that he was to have a son, and should name him John.

You know from your Bible stories that Zachary doubted the word of the angel, and was struck dumb.

When your conscience warns you, listen to it, and follow it faithfully.

**June 24. The Coming of Jesus**

In the Gospel, St. John the Baptist is called "the bright and burning lamp" that goes before "the true light" of the world, Christ.

By preaching penance to the people, John prepared their souls for the coming of Jesus.

Do one act of penance today, to prepare your soul for the coming of Jesus in Holy Communion tomorrow.

**June 25. Obey Your Parents**

St. William became the spiritual father to a large family of hermits in his monastery on Monte Vergine.

The fathers of families also need the grace of God to lead their children in the right way.

Pray your Rosary today for the grace always to obey your parents. This will please the Sacred Heart.

**June 26. Mortification**

Two brothers, John and Paul, were Romans whom the wicked ruler tried to win to his side. But they wanted to remain friends of Christ, and chose martyrdom.

From these two brothers you can learn how to help and encourage one another in time of trial.

Perform a little act of mortification today for those who are suffering for the Faith.

**June 27. Pray for Converts**

After baptizing our Lord, St. John pointed Him out to the people. "Behold the Lamb of God, Who takes away the sins of the world."

Recall today your own baptism, and the above words in the Mass which prepare you for receiving the Holy Eucharist.

Thank God for these two sacraments by praying that one more soul may receive the faith today.

**June 28. Back to God**

St. Irenaeus is called the "father of Catholic theology" because he was the first to write a summary of our faith from reason.

Just as St. Irenaeus conquered heretics by his preaching and his writings, so you can overcome evil by praying for the success of our preachers.

Each time you hear a sermon, say a short prayer that it may bring someone back to God.

**June 29. Pray for the Pope**

St. Peter was chosen by Christ Himself to be the head of His Church, the first pope.

Our Holy Father, the pope, as the direct successor of St. Peter, is the head of the entire Christian family.

You should not let a day pass without an extra little prayer at Mass for your spiritual father.

**June 30. Christ's Hero**

It was God Himself who chose St. Paul to bring the teachings of Christ to the Gentile nations.

Follow St. Paul today in the many sufferings and trials he endured to spread the Gospel.

Today tell one of your playmates one of the stories about St. Paul, the hero of Christ.

## Try These Devices

### *A Sister of the Sorrowful Mother\**

#### **A Letter to a Saint**

As part of the course in religion in the diocese where I teach, the children are to study the lives of certain saints. Each year we are to work out a project with the children. I centered my project for the current year around these saints.

The children of grades three and four composed jointly a letter to the particular saint we had studied that week. This was written on the board and the children transcribed it in the correct form under a small picture of the saint. These pictures were obtained from a stamp book of saints purchased from a church supply company.

After the complete set was finished we stapled the sheets together with an attractive cover showing a picture of the Blessed Mother, the Queen of Saints and Angels.

The following is one of the letters, composed by the children after studying the life of St. Joseph.

Dear St. Joseph:

Even though you came from a royal family you were not afraid to work. You taught Jesus how to be a good carpenter. When you died Jesus and Mary were with you. You must have had a happy death. Please help us also to have a happy death.

Your loving child,  
*Rita Ann*

#### **A Project on the Sacraments**

A set of the sacraments was purchased from the Catechetical Guild, St. Paul, Minn., showing the symbols of the seven sacraments.

During the art period the children drew the symbols on drawing paper, colored them, and wrote a synopsis of each sacrament on a separate sheet of writing paper.

This device for the upper grades provides practice in drawing geometrical figures with the aid of compass and ruler.

\*St. Rose School, Rt. 1, Cheney, Kans.



# Addition and Subtraction of Fractions

## V. Proving and Testing

Amy J. DeMay, Ed.D.\*

Proving the answer in addition and subtraction of fractions is as important, if not more so, than it is with whole numbers. The great trouble about this is that when we first teach these processes, the *opposite* work often contains types of operation not yet presented, and for which pupils are not yet prepared. Therefore it seems best to postpone the teaching of proving until all the phases of both addition and subtraction have been taught. Then the proving of both addition and subtraction provides a motivated review of all the types of each that have been taught.

The first thing to do is to revert back to integers, and review the proof of addition and subtraction of these. If that was not taught then, it must be taught now. If pupils have been instructed, they should be asked to show the proof, the teacher presenting a specific example for solution and then proving, first with addition of integers, followed by addition of fractions; then with integral subtraction followed by subtraction of fractions. If pupils have not previously proved with whole numbers, an example presented by the teacher should be solved and then suggested experimentation should be tried.

$$\begin{array}{r} \text{Add, } 5 \quad 62 \quad 428 \\ 2 \quad 24 \quad 313 \\ \hline 7 \quad 86 \quad 741 \end{array}$$

In the first example, try taking the lower addend from the sum: 7. What do you get?

$$-2$$

Now take the other addend from the sum 7.

$$-5$$

What do you get? Do you suppose this is always true? Try the next example: 86 and 86.

$$-24 \quad -62$$

What is the result? Take the third example, 741 and 741. How then will you prove

$$-313 \quad -428$$

addition where there are whole numbers added?

### Simple Problems

Do you suppose this will work with fractions? First take  $\frac{3}{7} + \frac{2}{7} = \frac{5}{7}$ . These may be set either vertically or horizontally. Here we set them horizontally, as with only two fractions the work is just as easy. Then to prove, what do you do?  $\frac{5}{7} - \frac{2}{7} = ?$ ;  $\frac{5}{7} - \frac{3}{7} = ?$  In this first sample operation, we have chosen irreducible fractions, to make the work as simple as it is possible to be, and make the attention centered on the proving process and what occurs? "What to do" should now be stated by the pupil: *Either addend sub-*

*tracted* from the sum will bring as remainder the other addend. Now let us apply this to more difficult situations.

$$\frac{1}{4} + \frac{1}{4} = \frac{2}{4} = \frac{1}{2} \quad \frac{3}{4} + \frac{1}{4} = \frac{4}{4} = 1$$

To apply the process of proof worked out, these become,

$$\frac{1}{2} - \frac{1}{4} = \frac{2}{4} - \frac{1}{4} = \frac{1}{4}$$

As here the two addends are the same, there is no object in repeating the process with the second addend.

$$\begin{array}{l} 1 - \frac{1}{4} = \frac{4}{4} - \frac{1}{4} = \frac{3}{4} \\ 1 - \frac{3}{4} = \frac{4}{4} - \frac{3}{4} = \frac{1}{4} \end{array}$$

We note here in both these addition examples that the proof requires much more difficult manipulations for the subtraction for proving than the addition does. This makes it plain that even the most simple addition examples cannot be proved until all of both processes have been learned.

Take now an example where the same denominator must be found, as,

$$\begin{array}{r} \frac{5}{8} \quad \frac{2}{3} \quad \frac{4}{6} \quad \frac{7}{12} \\ \frac{1}{4} \quad \frac{1}{2} \quad \frac{1}{3} \quad \frac{3}{4} \\ \hline \frac{5}{8} \quad \frac{2}{3} \quad \frac{4}{6} \quad \frac{7}{12} \\ \frac{1}{4} \quad \frac{1}{2} \quad \frac{1}{3} \quad \frac{3}{4} \\ \hline \frac{11}{6} \quad \frac{11}{6} \end{array} = 1\frac{1}{2} = 1\frac{1}{2}$$

To prove, these involve various aspects of subtraction.

$$\begin{array}{r} \frac{7}{8} - \frac{5}{8} = \frac{2}{8} = \frac{1}{4} \\ \frac{2}{3} - \frac{1}{3} = \frac{1}{3} \\ \frac{1}{2} - \frac{1}{4} = \frac{2}{4} - \frac{1}{4} = \frac{1}{4} \\ \frac{1}{2} - \frac{1}{3} = \frac{3}{6} - \frac{2}{6} = \frac{1}{6} \\ \frac{1}{2} - \frac{1}{4} = \frac{2}{4} - \frac{1}{4} = \frac{1}{4} \\ \frac{1}{2} - \frac{1}{3} = \frac{3}{6} - \frac{2}{6} = \frac{1}{6} \end{array}$$

We can see here why some of the seemingly very easy additions, of even two fractions, when being proved, launch the pupil into quite difficult subtraction aspects.

Add and then prove the following examples:

$$\begin{array}{llll} a) \frac{2}{3} & b) \frac{4}{12} & c) \frac{3}{12} & d) \frac{5}{12} \\ \frac{4}{12} & \frac{6}{12} & \frac{2}{6} & \frac{5}{12} \end{array}$$

Add and prove the following:

$$\begin{array}{llll} a) \frac{2}{3} & b) 5 & c) \frac{9}{8} \\ \frac{4}{4} & \frac{6}{6} & \frac{6}{6} \\ d) \frac{12}{8} & e) \frac{7}{2} & f) \frac{15}{8} \\ \frac{34}{8} & \frac{1}{2} & \frac{28}{8} \end{array}$$

These and many other examples which will on occasion be encountered show well why teaching proof in addition of fractions should be left until *all* the phases of both processes have been learned, so that whatever type of subtraction is encountered in the proving has been provided in the learning, which through both addition and subtraction themselves have been so arranged as to proceed from the simple to the complex, from the known to the related unknown, in properly graded steps.

### Longer Problems

The proving of addition where there are more than two addends is a much longer process, that is, a series of processes, than where there are but two addends, whether one is working with integers, fractions, or mixed numbers. Suppose we take three integers,  $3 + 4 + 7 = 14$ . We may proceed in either of two ways. We may take one addend, say 3, from the sum,  $14 - 3 = 11$ . Then take the next addend, 4, from 11, equals 7, the other addend. Or we may add any two addends, say,  $3 + 4$  are 7, and subtract this from the sum,  $14$ , leaving 7, the third addend. When one has four addends, one may subtract each of three, one after the other from the sum, which will leave the fourth addend. Or one may add each of two addends, subtract one sum from the addition sum, which should leave the sum of the other two. For more than three or four addends, the number of operations necessary for proof increases with each added addend. However, with fractions one is not often confronted with more than four addends.

To illustrate with fractions, suppose we experiment with the following examples.

$$\begin{array}{lll} a) \frac{3}{4} & b) \frac{7}{8} & c) \frac{23}{12} \\ \frac{5}{8} & \frac{4}{6} & \frac{17}{12} \\ \frac{1}{2} & \frac{2}{3} & \frac{7}{3} \\ & & \frac{2}{3} \end{array}$$

Both pupil and teacher should bear in mind that when these proving processes fail to bring numbers that agree, the answer may not be at fault, for there is just as much chance of making errors in the computing of the processes of the proof as for the adding of the original example.

### Proof of Subtraction

The proof in subtraction, either of integers or fractions, may be computed in either of two ways, and these ways children should be set to find out by experimenting with the examples. Pupils should have learned how to prove with whole numbers, but that should first be done with an example or more before trying the same process on fractions. Take:

$$\begin{array}{r} 9 \quad 25 \quad 856 \quad \text{Minuend} \\ -4 \quad -18 \quad -279 \quad \text{Subtrahend} \\ \hline 5 \quad 7 \quad 577 \quad \text{Remainder} \end{array}$$

To prove these we may add the subtrahend to the remainder, or subtract the remainder from the minuend.

$$\begin{array}{r} 5 \quad 7 \quad 577 \quad \text{Remainder} \\ +4 \quad +18 \quad +279 \quad \text{Subtrahend} \\ \hline 9 \quad 25 \quad 856 \quad \text{Minuend} \\ -5 \quad -7 \quad -577 \quad \text{Remainder} \\ \hline 4 \quad 18 \quad 279 \quad \text{Subtrahend} \end{array}$$

We work first of course with fractions only.

$$\begin{array}{l} \frac{8}{9} - \frac{1}{9} = \frac{7}{9} \\ \frac{7}{9} + \frac{1}{9} = \frac{8}{9} \\ \frac{8}{9} - \frac{7}{9} = \frac{1}{9} \end{array} \quad \begin{array}{l} \frac{5}{8} - \frac{3}{8} = \frac{2}{8} = \frac{1}{4} \\ \frac{1}{4} + \frac{3}{8} = \frac{2}{8} + \frac{3}{8} = \frac{5}{8} \\ \frac{5}{8} - \frac{1}{4} = \frac{5}{8} - \frac{2}{8} = \frac{3}{8} \end{array}$$

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These illustrate in the simplest form possible the principle as applied to fractions. The first with a remainder that needs no reduction, is as simple and easy as integers. The second with a reduction in the remainder, requires the computation of the common denominator in either method of proof.

#### Proof

$$\begin{array}{r} 8\frac{1}{2} \quad 5\frac{1}{2} \quad 8\frac{1}{2} \\ -3 \quad +3 \quad -5\frac{1}{2} \\ \hline 5\frac{1}{2} \quad 8\frac{1}{2} \quad 3 \end{array}$$

$$\begin{array}{r} 5\frac{1}{2} \quad 5\frac{1}{2} \quad 5\frac{1}{2} \\ -\frac{3}{2} \quad +\frac{3}{2} \quad -5\frac{1}{2} \\ \hline 5\frac{1}{2} \quad 5\frac{1}{2} \quad \frac{3}{2} \end{array}$$

$$\begin{array}{r} 7\frac{1}{2} \quad 0 \quad 7\frac{1}{2} \\ -7\frac{1}{2} \quad +7\frac{1}{2} \quad -0 \\ \hline 0 \quad 7\frac{1}{2} \quad 7\frac{1}{2} \end{array}$$

$$\begin{array}{r} 8 \quad 7\frac{1}{2} \quad 8 \\ -\frac{3}{2} \quad +\frac{3}{2} \quad -7\frac{1}{2} \\ \hline 7\frac{1}{2} \quad 8 \quad \frac{3}{2} \end{array}$$

These examples do not include quite all the possibilities; but they are enough to illustrate the principles. Every type of fraction combination, illustrated in the previous article for subtraction, should be proved when solved as well as many examples where only fractions are involved. The same should be done with addition of fractions and mixed numbers; every example from now on for a long time should be proved, until the habit is formed. Pupils then should inspect every computation, and mentally prove what has been done.

In the examples in subtraction we have been considering the answer has always been called the *remainder*. We know of course that in problems the answer is not always to be termed a remainder. It is the *difference* between two numbers; it is how much more the larger number is than the smaller, or how much less the smaller number is than the larger; what it is necessary to *put with* the smaller to make the larger; or what it is necessary to *take from* the larger to make the smaller; and many other concepts which life situations produce.

#### The Completion Exercises

This brings us naturally to the consideration of what is called the completion exercise, used both as an addition exercise and as a subtraction.

$$\begin{array}{l} 8 + ? = 13 \quad \text{Or set} \quad 8 \quad ? \\ \quad \quad \quad \quad \quad \quad + \quad ? \quad + \quad 7 \\ \quad \quad \quad \quad \quad \quad 13 \quad 12 \\ ? + 7 = 12 \\ 9 - ? = 4 \quad \quad \quad 9 \quad ? \\ \quad \quad \quad \quad \quad \quad - \quad ? \quad - \quad 6 \\ ? - 6 = 8 \quad \quad \quad 4 \quad 8 \end{array}$$

When solved, these should then be proved by performing the operation indicated. That is, when one says  $8 + ? = 13$ , and give the result as five, and make the statement read  $8 + 5 = 13$ , one should have pupils actually

perform the addition. Where larger numbers are concerned, the example will have to be set down and solved, when it cannot be done mentally as is the case with only digits. Take for illustration 235 and how much makes 943. The child sets down 943, and *subtracts* 235 from it to find the other addend; and then sets the example down as 235 and adds to

$$+ 708$$

see if he has done it right. The same is true with all the other situations given above. And the same will be true when fractions are considered.

$$\begin{array}{l} 5 + ? = \frac{9}{2} \\ \frac{9}{2} - \frac{5}{2} = \frac{4}{2} \\ \frac{4}{2} + \frac{5}{2} = \frac{9}{2} \end{array} \quad \begin{array}{l} \frac{3}{4} + ? = 1\frac{1}{2} \\ 1\frac{1}{2} - \frac{3}{4} = \frac{3}{4} \\ \frac{3}{4} + \frac{3}{4} = 1\frac{1}{2} \end{array}$$

These are just a few samples of work with the first kind, where we find what the second addend is when the first and the answer are given. For the others it is a good game to have pupils invent such examples themselves. They should discover that when one of the two addends and their sum are given, in making the example this sum must always be more, or occasionally the same (in which case the second addend is 0); but in no case can they arrange an example in which the sum they wish to find would be less than the addend given, whether we set it as  $4 + ? = 7$ , or  $? + 3 = 8$ ; this, when they are working with fractions having different denominators, makes it necessary to investigate by proving it to make sure the statement is a proper setup. When having the setup  $9 - ? = 3$ , the remainder given must always be smaller or the same as the minuend given. But in the setup  $? - 6 = 4$ , the given remainder may be any number, larger, smaller, or the same as the given subtrahend.

Thus with fractions, the solution of completion exercises provides another motivated review of the processes of addition and subtraction of fractions. Then having the pupils themselves make these completion exercises for others to solve provides not only review but an insight into the relationships of addends to their sum and of the subtraction terms to their remainder.

When the completion exercises, as outlined above, have been well learned, pupils may make examples with three or more addends, and their sum, where one is left out. They may also make series where one is left out, and what are given are part to be added and part to be subtracted. These should be with integers first until the system is well learned, as  $5 - 2 + ? = 7$ , or  $7 + ? - 2 = 10$ , and after the number for "?" is found the series should be solved to make sure the number found is correct, that is, proving it.

#### Testing as a Diagnosis of Weaknesses

After all aspects of addition, subtraction, and proving of fractions have been covered, as outlined and discussed in the previous articles of this series, a series of tests should be given covering in total every type and phase in the two processes of addition and subtraction. A good plan would be to take

every example given in these articles, and use the collection, or provide other examples that parallel each of these, and mix them helter-skelter. Then divide them into groups of about ten examples, which should contain about half of each process of addition and subtraction, and give these as tests, one a day for several days. The tests should require that the pupil not only solve the example but prove it. The teacher should carefully check these herself, and note whether the mistake made appears to be merely a slip, or whether it appears likely that the child has mixed his concepts or has become confused. In any case, the paper should be returned to him, so that he can work over the examples with incorrect answers or even with mistakes in the proof. If, when he has reworked these examples, they are still wrong, the teacher should ask him to go through the process, step by step, orally while she looks on, so that she can find where his trouble lies, and what further instruction he still needs. If several pupils have difficulties of the same kind, these should be retaught while the rest of the class are given other work, perhaps problems or drill in the same line of work. The tests should be given one a day or one every other day, while other things are being taught in the instruction period; this will give the teacher time to check each test, which with her checking sheet, which she should prepare each time for each test, will not take long even for a large class, because she merely checks for "right" or "wrong," and perhaps makes a note on the paper of the type of error, answer or proof, for her own use. In most cases there will be not more than one or two examples with errors, and probably most pupils will have no errors at all. If there is a case of a pupil who has all or most all incorrect it is clear there is need to find out what is the personal trouble with that pupil. However, in such cases where there is instability or lack of ability, the teacher would know of it long before this, and know how to judge what is done by the pupil, and that she is not to expect him to be up to what the class is supposed to do.

Of course as each aspect or type is taught, there should be almost daily a short check test of five examples, which can be checked by the teacher after each bit of instruction, so that by the time she gives the final diagnostic test she will know pretty well what to expect, before she gives it.

For these diagnostic tests the pupils should not be put under time pressure; but each pupil should be directed to hand in his paper as soon as finished. When most have handed in their papers, the teacher should pass to the desks of those not finished, and if they lack but a little of completing, they should be allowed to finish. If so little is done that it is plain there is some trouble somewhere, these papers should be collected when all other papers are in. Where only five examples are given after each instruction period, these can be written on the board with good-sized figures, and pupils can copy the examples before solving. The ten-example diagnostic



tests can be given this way also, as such fraction examples contain few figures to copy; or the teacher can have sets mimeographed with spaces left on the paper between the examples where the pupil will put his work, and enough extra space left in this case for the reworking of the example in case it is incorrect. This makes checking a little easier for the teacher as the work and answers are all in the same place on the paper and the checking sheet can be made to fit; but with these few examples and a key set for the answers the work of checking is not long or

difficult. Preparing mimeographed sheets also takes time.

After the teacher's own diagnostic tests, as outlined above, it might be well to give a standardized test with norms of accomplishment. The results of these will give confidence to the pupil as well as the teacher. There should of course also be both practice and testing with all these concepts applied to problems. Such problems should be taken from practical situations of the home, school, store, shop, etc., from the life experiences of the pupils, the teacher, and the parents.

## SPRING FLOWERS

*Sister M. Yvonne, O.S.U.\**

**CHARACTERS:** Narrator, Billy, Mary, Mother, Sun, Rain, Flowers (one or many of each): Rose, Tulip, Forget-me-not, Sunflower, Daisy, Violet, Jonquil, Clover.

### Scene I—Woods

[Flowers all lying down sleeping on the stage.]

**NARRATOR:** Mary and Billy are on their way to the woods.

**BILLY:** Come on, Mary, let's go to the woods and pick some flowers.

**MARY:** Yes, let's go this way.

[They take hands, skip and sing to the tune, "Are You Sleeping"]:

Come on, Mary; come on, Billy,  
We shall go, we shall go  
To the woods to gather  
Pretty flowers, pretty flowers.

**BILLY:** It looks as if all the flowers are still sleeping.

**MARY:** We must ask God to send the rain and the good warm sun so the little flowers can wake up.

**NARRATOR:** The children cannot find any flowers, so they go back home.

[Take hands and skip home, singing]:

Come on, Mary; come on, Billy,  
Home we go, home we go.  
All the flowers are sleeping  
In the woods, in the woods.

### Scene II—Home

**MOTHER:** Billy, Mary, come in; it's time to go to bed. Where have you been?

**BILLY:** We've been to the woods.

**MARY:** We wanted to see the pretty flowers, but they were all sleeping.

**MOTHER:** Ask God to wake them up. Ask Him to send some rain and warm sunshine to them. Then the flowers will wake up their sleepy heads.

**BILLY and MARY [pray]:**

O dear God, where are the flowers?

Please send us sun, please send us showers.  
Please, dear God, go to their beds;  
Tell them to wake their sleepy little heads.

**NARRATOR:** God hears the children's prayers and sends the sun and the rain to the little flowers.

### Scene III—Woods

[A child comes in dressed to represent the sun and walks among the flowers.]

**SUN:**

I am the sun, across the sky I run.  
And believe me, I do have fun.  
I will shine on these flowers in their little beds  
And then they will wake their sleepy little heads.

[A child comes in carrying a sprinkling can to represent the rain and walks among the flowers.]

**RAIN:**

I am the rain! I fall from the sky  
To water the flowers when they are dry.

I will fall on these flowers in their little beds

And then they will wake their sleepy little heads.

**NARRATOR:** After a few days the children again go to the woods and see many flowers. [Flowers begin to wake slowly, and each says]:

**ROSE:**

I am a rose, so pretty and red.  
I like the rain to fall on my head.

**TULIP:**

I am a tulip, all colored yellow  
And I really am a jolly young fellow.

**FORGET-ME-NOT:**

I'm a forget-me-not, I never forget you.  
O, don't you like me, in my dress of blue?

**SUNFLOWER:**

I am a sunflower. I do love the sun.  
For that is the only time I can have fun.

**DAISY:**

I am a daisy, all yellow and white.  
I try to look pretty with all my might.

**VIOLET:**

I am a violet, so purple and tiny.  
When the sun's in the sky, I look all shiny.

**JONQUIL:**

I am a jonquil, so straight and so tall.  
I like the spring rains best of all.

**CLOVER:**

I am a clover, I grow in the grass.  
Look at me waving when you walk past.

[Rain and sun leave—two children come back to see whether they can find any flowers.]

**MARY:** Maybe after this rain we can find some pretty flowers for Mother and Daddy.

**BILLY:** I hope we can. Look at all the flowers that are standing up tall now.

**FLOWERS:**

We are all flowers that God has made.  
To come from the ground we were afraid.  
But then the rain came, and the sun did shine.  
And we are all here standing in a line.



\*Sacred Heart Mission, Camden, Miss.

A Honor Roll for June, by Sister Jeanne, O.S.B., Hattiesville, Ark.



# ART FOR ALL

Margaret Brine\*

"I don't know a thing about art," sighed the mother of Susan as she looked about at the walls of the kindergarten room which were hung with gay paintings of the children. "And what do you think these children know about art?" the teacher quickly replied.

"Did that mother think I administered a magic potion to the children by which, *presto-changeo*, the children produced fine paintings?" the teacher said to herself. Children know nothing about art but just watch them pick up a fat paint brush, ponder over the bright colors of paint, dip into them, then with bold strokes put on the easel paper that which is uppermost in their little world.

What a pity that adults fear art, fear to take a paint brush in hand even though they are hungry to express themselves in form and color. They are hungry for beauty which for some unexplainable reason they have not noticed, for in the present day the road that leads to an enjoyment of beauty has been closed to the average person.

## Art Neglected

Dr. Irwin Erdman, professor of philosophy at Columbia University, recently declared, "Art, or the arts adequately taught are perhaps in our day the most central and important means of education; for too long the arts have been considered as by-products, luxuries, isolations, and escapes." At one of the leading universities there was recently conducted a survey to inquire which subject the students felt was not adequately handled. There was an unanimous response: "We desire more cultural subjects and, to be specific, more art." Those students realized better than did their elders that a knowledge and appreciation of the arts leads to a broader development, an education of the "whole man."

To develop a real appreciation for beauty, we must begin with the child at an early age; he must be exposed to a world of beauty which must become a part of his life. Then and only then will he become like the little boy who recently arrived from Italy and when visiting one of our museums and hearing the gong for closing time said to his companion, "Oh, I wish I did not have to go home, I would like to live here."

Yes, in the first years of school life an interest in the world of arts should become part of the educative process instead of being looked upon as a pretty thing for a few select children.

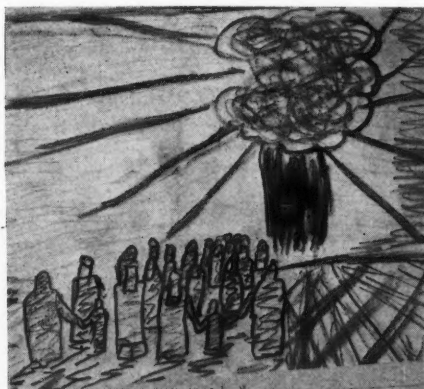
With the desire in mind to lead her children down the road to beauty one teacher embarked upon an experiment in "picture appreciation." She displayed at eye level an excellent enlarged color reproduction of a painting from the near-by museum. For days

the teacher waited to see if any child noted the picture. Two weeks passed when finally she saw a little child absorbed in thought in front of the picture. As the child turned away the teacher said, "Do you like the picture, Nancy?" "Yes it is such a nice mother." With that all the children gathered around and a general discussion took place. When it was evident to the teacher that the children were really interested, she told them that the original painting was in the art museum. "How many of you have ever been there?" None. "Ask your mother and father to take you to the museum and I shall give a prize to those who find the painting." This may not be the way to get people to museums, but it is one way and with this group it worked so successfully that the parents, along with the children, have discovered a new world and love the experience.

The eyes of the children can be open to good as well as bad, they can and should be taught to observe beauty just as we teach them to read or to write. As they grow to observe beauty they will grow to recognize it in their surroundings as was proved by Jean one day. As she entered her newly decorated kindergarten room, she shouted, "Oh, this room looks just like home," a compliment of great value, for home to a young child is his shrine.

## Teach Practical Art

The average child will not notice his environment unless the teacher makes an issue of it and the teacher should make an issue of it. The children are potential homemakers who will some day be grateful that they have developed good taste which will be the means of their surrounding themselves only with those things which are true and beautiful. Let the children share in decorating the



Moses and his people being led at night by a pillar of fire. Drawing and caption by Jerry Duvall, age 8, grade 3, Little Flower School, Indianapolis, Ind.

schoolroom, let them discuss the need for order, cleanliness, simplicity, and beauty. Too many teachers spend too much time making their rooms attractive without bringing the children into their confidence as to what they are doing and why they are doing it.

Do children appreciate color? just try them out and you will have a great surprise at how much color means in the lives of the little ones. In one kindergarten it all started with a little book, *The Color Kittens*, an attractive story and beautifully illustrated. It is the story of the surprise and fun two kittens had while mixing colors. The children showed such enthusiasm for the story that the teacher laid large easel papers on the floor and let the children dip into the great bottles of gay colors. Such shouts of joy: "Look I got green from mixing yellow and blue." "Look at my orange, I put some red paint on the yellow." It was Easter season, so the teacher outlined some huge eggs, the children filled them in with solid colors of yellow, green, and blue; then they set to work decorating them, all the time enjoying the new colors which appeared as they placed colors on the still damp yellow, green, and blue background.

## Color Is Everywhere

Color is everywhere for children to enjoy once they have had their eyes opened to it. There is the rainbow on the schoolroom which appears each morning as the sun strikes the glass edge of the aquarium; there is the heavenly blue sky to be seen from the window, and the gay garden of red flowers across the street, and best of all are the pretty dresses of the girls. How children delight in discussing the colors and it is not long before they can tell with accuracy what colors were used to make the deep red of Mary's jumper dress or the chartreuse of Jean's new coat.

Art is as simple as all that. It is not a matter of long years of training; it is only a matter of becoming aware; aware of one's environment, aware of the deep rich hues of a sinking sun, of the lacelike tracery of the winter trees against a cerulean blue sky, aware of the fields and mountains and lakes. "I lived for forty years," said Winston Churchill, "without noticing any of them except in a general way as one might a crowd and say, 'What a lot of people!' Suddenly with his new found interest in painting the whole world with all its treasures opened to him."

A fascinating world lies ahead for Susan, for she has become aware, and this attractive world could also be shared by Susan's mother if she but realized that there is no mystery to art. "Art is man's thought expressed in his handiwork."

## C.U. Scholarships

The Catholic University of America in Washington has offered one tuition scholarship for a high school graduate, boy or girl, in each of the 23 archdioceses in the country, for the next school year. One scholarship, limited to four-year tuition and valued at from 500, to 2,000 a year, will be offered in each archdiocese. The recipients will meet other expenses, including room and board and books.

\*40 Larch Road, Cambridge, Mass.



## CLIP AND CLAP

*Sister M. Michaela, O.S.F.\**

One bright September morning Clip and Clap tumbled out of a sandpile. "Mmmm, I like this good warm sun. What a wonderful world this is!" said Clip.

"And, oh, I like the feel of this soft sand between my toes. This is a wonderful world!" said Clap.

Just then some very rude animal jeered at the happy turtle twins. He screeched in a high voice, "Look at the funny little babies. They haven't a mother! Ho, ho! Ha, ha! They haven't a mother!"

"What's a mother?" asked Clip, as he tumbled down the bank into the brook.

"I don't know," answered Clap sadly, "but I wish we knew."

Then with a quick splash Clip and Clap swam down the stream. What expert swimmers they were! A nose dive or a swift twirl did not make them a bit nervous. Soon they scrambled out again, and dashed into clumps of smartweed near the shore. A little green frog was sitting there. He had very bright eyes and looked as if he were very, very wise.

"Have you a mother?" asked Clip, as he caught a ladybug that flew too near his nose.

"A mother?" croaked the little frog. "A mother? Well, no. I don't know, but I'll ask Mr. Bullfrog. He is very wise." Swish, and away jumped the little green frog.

Just then a huge dragonfly sat on the slender branch near the wee turtles. Clap saw its beautiful black and orange wings and timidly asked, "Have you a mother?"

The dragonfly looked down and fluttered its beautiful wings.

"What a question!" she said. "All dragonflies have mothers." And away flew the haughty dragonfly over the brook. The poor little turtles stretched their funny little necks and sadly blinked their moist little eyes.

"Clip, do you really think this is a wonderful world?" said Clap rather sadly.

"Oh, yes, it is!" said Clip. "You and I will find out what a mother is, I am sure. The bright green frog was happy, and he didn't know. Someday we'll know what a mother is."

Clap tried hard to forget but he became very lonesome. So one day when Clip had gone to fish in the stream, Clap asked a swallowtail butterfly if she knew what a mother was. Just as nicely as a queen, the beautiful butterfly sat on a lily pad near by. She spoke kindly to the little turtle with a big heart-ache.

"You and I and all of us have mothers. Just today I hid some tiny eggs on the stalk of a carrot plant. Someday my children will

hatch from these eggs. I will never see them."

"Oh," broke in Clap, "so you're a mother!" "You'll go to see your children, won't you?"

"No, I won't, little turtle. You see, this is a wonderful world. They will be cared for." Then away flew the lovely butterfly over the sunny meadow.

Clap did not say a word, for such things were too hard for him to understand. Then one day Clip said, "Brother, you're getting very thin. Something is bothering you. Let's go over and have a chat with great grandfather turtle."

"Oh, dear me! Do you think little turtles like us may bother great grandfather turtle?"

"Oh, I think so. Let's take him a lunch and then talk about the many things which happen in this wonderful world," said Clip.

Jump, splash, and down the stream went, Clip and Clap. They were very lucky for right near Great Grandfather Turtle's home they caught some tiny minnows. Grandfather Turtle surely would like tender minnow meat.

"Good afternoon," croaked Grandfather Turtle in a deep, deep voice. "How are my dear grandsons today?"

"Good afternoon, dear Grandfather," said

the twins. "We are just fine. Thank you. We brought you this treat. We know you are very old and very wise. We are very young and we are not very wise. Please tell us what a mother is."

"Ker-chug, ker-chug, ker-chug," merrily croaked Grandfather. "What wonderful turtles you are! I have watched the robins and the meadowlarks fly away each year and I have seen them come back again. I have seen the maple leaves turn scarlet every autumn. Oh, yes, I know we live in a wonderful world, where there is water and sunshine and food for everyone. There is a reason for everything, Clap, even a reason for little turtles not knowing what a mother is."

"And Grandfather, why don't we know what a mother is," shyly said Clip and Clap.

"Baby turtles are very wonderful. They can take care of themselves as soon as they tumble out of their eggs. Baby birds cannot do this. You had a wise mother. She dug a hollow for her eggs with her hind legs. Then she covered the eggs with sand. She knew the sun would keep them warm. When they are hatched she is sure you will find the brook. Your mother didn't have to show you how to swim and fish. You knew how to do that."

Just then a wonderful idea came to Grandfather, "Come, little turtles. Come to sleep in the warm sun. We have a shell house in which to hide." And so Grandfather Turtle and his contented little grandsons fell asleep in the warm sun on the seashore.

## FAY'S FAVORITES

### Drawing Myself

Yvonne Altmann\*

I think what I like to do the very best of all is draw myself. Have you ever done it? Someone has to help you. Let me tell you about it.

Take a piece of wrapping paper as large as you are. Lay it on the floor. You lie on it. Have someone draw around you. Then you look at yourself and draw the rest of you. Color yourself in with crayons coloring dark so you will show up very gay. You can color your skin lightly with orange, yellow, red, or you can leave your skin the color of your paper. Cut out your picture and fasten it to the wall with Scotch tape.



\*Cardinal Stritch Reading Clinic, 3121 S. Superior St., Milwaukee 7, Wis.

\*Kindergarten Director, Oshkosh, Wis.



# New Books of Value to the Teacher

## Exploring a Theology of Education

By Edward A. Fitzpatrick. Cloth, 184 pp., \$3.50. The Bruce Publishing Co., Milwaukee 1, Wis.

In this series of exploratory essays, Dr. Fitzpatrick points out the fact that the Catholic system of education includes not only the philosophy of education and the various sciences pertaining to education, but its principles are also based largely upon divine revelation. "The theology of education is an integral, even an essential part of a Catholic theory of education. In fact it is the head of the corner. It must now be given a form which will help it sustain the arch" (preface).

"It is the purpose of this book to indicate what the significance of theology is to educational theory and generally to thinking about education" (page 20).

"A theology of education must explore all the possibilities of the interrelations of education and theology" (page 22).

"The persons who have written philosophies of education," he says, "always pay their bows of allegiance to human reason as the source of their work, but before the final chapter is finished, revelation and the ideas growing out of revelation are invoked" (page 2).

"It is to prevent confusion from such loose scholarly work that there is need for the formulation of a theology of education. As such it is a problem in the organization of knowledge, and this book has significance as the first systematic exploratory effort as to the scope, limitations, and principles of the theology of education, with illustrative discussions from newly organized facts" (page 2).

"... The theology of education will be a coordination of our knowledge of dogmatic and moral theology in its educational implications" (page 8).

Dr. Fitzpatrick suggests a definite formulation of a theology of education as "the way out of educational confusion." He says: "It is the uncertainty about man's destiny that is at the basis of so much of the confusion of modern education. This is the central educational problem. To the Christian believer, theology offers an explanation consistent with the nature of God, the nature of man, and the nature of society, and the nature of the universe. . . . This is definite enough: it is inclusive, and it is inspiring. Need we add that apparently no Christian school system accepts in any thoroughgoing fashion this ideal in its actual educational practice" (page 30).

Again, he says: "The great significance of the doctrines of the Church in their practical effect on the lives of individuals, i.e., in their educational implications, must be more definitely indicated to Catholics. This is the function of the theology of education—not to establish the truth of the revelation, nor to express its theological implications, but to show its relationship to the human being in achieving his ultimate destiny" (page 51).

"One of the most interesting and one of the most practical results of a theology of education," says the author, "is the effect on the conception, the responsibility, and the importance of the work of the teacher. If the teacher is a coadjutor of God in the training and development of souls, then all other human work pales into insignificance. All the writers on the subject emphasize the fact that the teacher is another Christ" (page 125).

The final chapter of the book is entitled, Two Practical Issues: Religion in Public Education and Religion in Character Education. Here the author analyzes and discusses the 1947 report of the Committee on Religion and Education of the American Council on Education. This study of an effort of public school people to find some means of recognizing religion in the schools serves as an object lesson in the confusion resulting from the lack of a definite theology of education in addition to the philosophy and sciences of education.

The author says: "But religion in such a system as ours may be effectively recognized so far as the Catholic is concerned, but it will not be along the lines indicated by the Committee. It may be if it is to be done at all along these lines." (And then he quotes the solution suggested in the Encyclical on *Christian Education* of Pope Pius XI): "This does not mean that in a nation where there are different religious beliefs there is no chance to provide the public instruction other than by neutral or mixed schools. This can be achieved if the State will only leave free scope to the initiative of the Church and the family and give them such assistance and help as justice demands!" (pages 150-151).

Among the specific items suggested as subject matter for a theology of education are: the doctrines of original sin; the Incarnation; the Mystical Body of Christ; the major divisions of the Roman Catechism including the Creed, the Commandments, the Sacraments, and the part that prayer plays in the spiritual life. The new Testament and the spiritual writers supply abundant material. A chapter of the book is devoted to The Liturgy and a Theology of Education; we must learn to live the liturgy. "Many workers will be needed," says the author, "for a more or less definitive formulation of a systematic theology of education."

## Readings in Modern Methods of Counseling

Edited by Arthur H. Brayfield, Ph.D. (New York: Appleton-Century-Crofts, Inc., 1950), viii + 526 pp., \$5.

This excellent book of readings fills a real need in the literature of psychology and education. The past decade has seen a twentyfold increase in the number of counselors in American schools. The demand for counselors will continue until they are really commonplace in schools.

Dr. Brayfield of the University of California prepared this book because of the realization that the periodical literature in the field was of tremendous importance both to the counseling trainee and practitioner. Usually neither is in a position where he may readily borrow the journals. In the use of students, libraries often don't have the money to get all they need nor are the number of copies sufficient so that all may read them during an academic year.

In this selection, the editor emphasized *process* and *method* rather than *content*. By process means "the dynamic interaction and development which takes place from the time when the client first comes, to the time when he leaves." Method refers to "the tool" by which the counselor influences the counseling process. Content is the data of the interview, test results, and the like.

The book is divided into six parts: counseling in transition, the clinical method, diagnosis, treatment, interviewing, and evaluation.

The first part by Dr. Brayfield is a discussion of several prevalent definitions. He includes Pepinsky's which defines *clinical counseling* as:

"(a) the diagnosing and treatment of minor (nonembedded) (nonincapacitating) functional (nonorganic) maladjustments, and (b) a rela-

tionship, primarily individual and face to face, between counselor and client."

Other definitions included and discussed are psychological counseling and psychotherapeutic counseling. In addition, this six-page first part discusses the diplomas in counseling and guidance, one of the three issued by the American Psychological Association.

The other five parts contain 46 articles by a variety of authors including some of the best known names in counseling and psychology: Rogers, Strong, Williamson, Darley, Paterson, and Hunt. The editor has intentionally included a large number of research items. Knowledge of research techniques in the field is vital to both practitioner and students.

This is a valuable reference which should be in every elementary or secondary school with a counseling program. For schools without such programs, the administration is urged to get the book and study it. The result we feel will be an organized guidance program. The school and staff will profit by the better adjustment of students which will follow. And think of the benefit to the student! — Richard S. Fitzpatrick.

## Unraveling Juvenile Delinquency

By Sheldon and Eleanor Glueck. Cloth, 399 pp., \$5. The Commonwealth Fund, New York 22, N. Y.

This is the most thorough and comprehensive study to date of the causes of juvenile delinquency. With its abundance of technical language and statistical tables, it is not meant for casual reading.

Readers trained in research procedures will see for themselves the limitations of this study. Readers not so well trained are advised to keep the salt cellar handy.

For Catholics this book has special interest principally for three reasons. First, 80 per cent of the delinquent boys studied gave their religion as Catholic. Secondly, the study gave little attention to lack of religious and moral training as a possible cause of delinquency. Thirdly, character and personality are interpreted largely if not exclusively in terms of psychoanalysis or Freudianism. — A. F. Schnepf, S. M.

## Pacific Hopscoth

Sister Maria del Rey. Cloth, 181 pp., \$3. Charles Scribner's Sons. New York 17, N. Y.

Sister Maria del Rey was a newspaperwoman before entering Maryknoll. She spent two years in Hawaii and went to the Philippines in 1938 where she remained for nine years, three of them in a concentration camp when the Japs captured Manila.

In *Pacific Hopscoth* Sister Maria tells a sparkling story of her trip around the various Maryknoll Missions in the Pacific. During her year's trip, taken after her repatriation, she visited China, the Philippines, Guam, Palau, Japan, Korea, and Hawaii. Her newspaper training is evidenced in her ability to pick incidents, people, and descriptions that show clearly the warm-hearted organization that is Maryknoll.

This is not the usual piously written description of an order's religious works. It is an interest catching story of what Christian love and its attendant charity can do when translated into good works. Best of all the style of writing is vivid, natural, and full of humor.

## The 1951 National Catholic Almanac

Paper, \$2; cloth, \$2.50, 816 pp. St. Anthony's Guild, Paterson, N. J.

This is the 45th year of publication for the *Almanac*. New features include an analysis of The morality of Atomic Weapons, a newly assembled market Guide for Catholic writers, and the first of a series on Devotions to Popular Saints.

(Continued on page 14A)



Going to Market

— G. C. Harmon



# Special Summer Offerings of Catholic Colleges

## CALIFORNIA

**Immaculate Heart College**, 2021 North Western Ave., Los Angeles 27. July 5-Aug. 10.

**Curriculum:** Workshops for elementary teachers include social studies, language arts, speech, kindergarten, reading. Special attention to audio-visual aids; for secondary teachers: English and foreign languages; for administrators: supervision of curriculum and instruction.

**For Emergency Teachers:** Primary and elementary subjects.

**Special Education:** Mentally handicapped, slow learners, speech difficulties.

**Art and Music:** Special courses in music, weaving, ceramics, arts and crafts, lettering and layout, etc.

**San Francisco College for Women**, Lone Mountain, San Francisco. June 23-Aug. 4.

**Education:** Administration and interpretation of tests; workshop in reading methods; social studies in elementary schools; music education in elementary grades; library service.

**Loyola University of Los Angeles**, 7101 West 80th St., Los Angeles 45.

**Education:** Administration of the Catholic secondary school; audio-visual materials.

**Mental Hygiene:** An institute on mental hygiene for religious women will be held, June 25-28.

## DISTRICT OF COLUMBIA

**The Catholic University of America**, Washington 17, D. C.

**Workshops:** Marriage education and counseling, June 12-22; college curriculum, June 12-22; Christian foundation program in secondary school, June 12-22; organization of hospital nursing service, June 12-22; intergroup education, July 2-Aug. 11.

**Sight Saving:** An Institute for the preparation of teachers of sight saving classes and teachers of Braille will be held July 2-Aug. 11.

**Confraternity of Christian Doctrine**, 1312 Massachusetts Ave., N.W., Washington 5, D. C.

Four C.C.D. courses to prepare Sisters for teaching religion to public school pupils will be given at the summer school of the Catholic University of America, June 27-Aug. 11.

## ILLINOIS

**Mundelein College**, Sheridan Road at the Lake, Chicago 40.

**Science:** A secondary school science teachers' workshop, June 18-22. Two lectures each morning in biology, chemistry, and physics. In afternoon, seminars. Sister M. Martinette, B.V.M., is chairman.

**Loyola University**, 820 North Michigan Ave., Chicago 11. June 25-Aug. 3 and Aug. 6-Sept. 14.

**Workshops:** Elementary curriculum, reading, English in high school, clinical instruction in schools of nursing.

**Institutes:** Canon law, ascetical theology, social and industrial relations, mental hygiene, community nursing, aging, counseling, guidance, psychotherapy, acting, producing plays.

**Religion:** The Spiritual Exercises of St. Ignatius, June 25-Aug. 3; The History and Theology of the Devotion to St. Joseph, June 25-Aug. 3.

## INDIANA

**University of Notre Dame**, Notre Dame, Ind.

**Special Education Workshop:** July 18-Aug. 1. Sponsored by the University and the National and Indiana Society for Crippled Children and Adults, Inc. Treats such phases as: types of physical and mental handicaps; medical care and

**Editor's Note:** This is not intended

as a catalog of the courses offered by the schools listed. Our purpose is to list special or extraordinary courses, workshops, institutes, etc. For complete information we suggest that you write to the school in which you are interested. Most of the information in this summary came in answer to a letter we sent to all Catholic universities and colleges which, according to our mailing list, conduct a department of education.

treatment; education and recreation; community resources for care and treatment; vocational guidance and training; social-emotional development; parent-school relationship.

**Curriculum Workshop:** June 26-July 17. For teachers, administrators, and curriculum specialists in private and public schools.

## KENTUCKY

**Ursuline College**, Louisville. June 26-Aug. 3.

**Education:** An integrated science course, arranged especially for teachers.

## LOUISIANA

**St. Mary's Dominican College**, 7214 St. Charles Ave., New Orleans.

**Evaluative Criteria:** For principals and in-service teachers, to help them to use the recognized criteria in evaluating a school.

## MARYLAND

**Loyola College**, 4501 North Charles St., Baltimore 10. June 26-Aug. 4.

**Education:** History of Catholic education in the U. S., the family, the church, and the school; the Federal Government and education; the philosophy of Russian education; religious and moral guidance; social studies in general education; vocational and occupational guidance; supervision in the elementary school.

## MASSACHUSETTS

**Boston College**, Chestnut Hill 67, Mass. June 25-Aug. 4.

**Workshop in Guidance:** The course will be opened by Rev. James F. Moynihan, S.J., with a survey of basic principles in counseling methods; this will be followed by courses of two weeks each in special guidance by three other leaders.

**St. Joseph's Chancery Hall**, Worcester. July 17-20.

**For Priests:** Father Howell's Summer School for Priests, consisting of 12 lectures and seminars on the problem of public worship and a practical solution. Father Clifford Howell is a well-known English Jesuit. For registration and information write to the Gregorian Institute of America, 2132 Jefferson Ave., Toledo 2, Ohio.

## MICHIGAN

**University of Detroit**, McNichols Road at Liver-  
nois, Detroit 21. June 23-Aug. 3 and Aug. 6-31.

**Workshops:** Catholic school administration, June 25-July 13; remedial reading, July 16-Aug. 3; audio-visual methods, June 25-July 13.

**Institutes:** Mental hygiene, July 9-20; industrial psychology, July 23-Aug. 3.

## MINNESOTA

**College of St. Theresa**, Winona, Minn. June 26-Aug. 3.

**Theology:** An institute in Theology for Sisters will be conducted this year for the second time. Includes theology, sacred scripture, and canon law, extending over three summer sessions. First- and second-year classes this summer. Rev. Andrew C. Geary, O.P., S.T., Lr., D.Sc.S., will direct the courses.

**Institutional Care:** For Sisters in institutional work. 6 semester hours of credit. Includes introduction, sociology, and mental health.

**Library:** A new program leading to a minor in library science for school librarians. Recommended for majors in English.

**College of St. Thomas**, St. Paul 1, June 18-Aug. 10.

**Master of Education Program:** This is a well-organized program of graduate work in the regular sessions or in summer sessions and/or part-time classes.

**St. John's Abbey**, Collegeville.

**Music:** Gregorian Institute of America Summer School of Liturgical Music, July 2-28. For clergy, religious, and laity working in the field of Catholic music.

**For Priests:** Father Howell's Summer School for Priests, July 31-Aug. 3. The problem of public worship and a practical solution. 12 lectures and seminars conducted by Rev. Clifford Howell, S.J. Lay participation in the liturgy.

For registration and further information on either of these courses apply to: The Gregorian Institute of America, 2132 Jefferson Ave., Toledo 2, Ohio.

## MISSOURI

**Webster College**, Webster Groves 19, Mo. June 18-July 27.

**English:** A workshop for teachers of high school English will be conducted, June 13-15, by Sister M. Rosenda, O.S.F., author of "Christian Impact" English course.

**Elementary:** Every course required for certification in Missouri will be offered. Observation and directed teaching is available at a laboratory school.

**Crafts:** A special session on Saturdays will concentrate on the teaching of crafts (two credit hours).

Webster College is a corporate college of St. Louis University.

**Fontbonne College**, Wydown & Big Bend Blvds., St. Louis 5. June 19-July 26 and July 26-Aug. 13.

**Religion:** The Liturgical Year is the subject of the course in religion this summer. It will be directed by Rt. Rev. Msgr. Martin B. Hellriegel, president of the National Liturgical Conference.

**Home Economics:** Christian Family Living is a 3-semester hours course. See also "Trends in Home Economics" offered by St. Louis University. These courses make it possible now to study these subjects on the graduate level under Catholic auspices.

**Physical Education:** Physical Education for the Grades.

**Saint Louis University**, 221 North Grand Blvd., St. Louis 3. June 18-July 27 and July 28-Aug. 31.

**Curriculum Conference:** The third annual curriculum conference for Catholic Schools, June 6-13, sponsored by the Curriculum Laboratory of the department of education of St. Louis University, 15 North Grand Blvd., St. Louis 3, Mo. The conference provides an opportunity for teachers, supervisors, and administrators to share the



facilities of the laboratories and the staff specialists.

**Workshop in Reading:** Conducted by a staff of experts among public school teachers and college professors.

**Air Age Institute:** Conducted by the faculty of Parks College of Aeronautical Technology of St. Louis University, June 18-July 6. For high school teachers of aviation and physical science.

**Chemistry:** The summer institute for the teaching of chemistry, June 20-July 27, offers six courses for teachers of elementary chemistry.

**Home Economics:** This is the second year the University offers summer courses under Catholic auspices, leading to a degree of master of education with a major in home-economics education.

**Earth Science Institute:** For high school and elementary teachers. Especially valuable for those in charge of science clubs or nature study groups. July 9-27.

**Hospital Administration:** Conducted by the department of hospital administration of St. Louis University and the Catholic Hospital Association. There will also be workshops and institutes in nursing education and public health nursing.

**Children:** An institute on behavior of children in institutions, July 9-27. An institute on child development, June 11-22.

**Speech:** Workshops in elementary school speech, July 19-27. Also problems in speech and hearing, June 6-13. Play production, June 19-July 27. Speech correction, June 19-July 27.

**Special Opportunities:** There will be religious conferences; the Summer School of Catholic Action; a Latin teachers' institute; a textbook exhibit; curriculum conferences; conferences on teaching English; lectures on classical languages; institutes in speech, drama, and radio; and a workshop demonstration in choral speaking.

## NEBRASKA

**The Creighton University, Omaha 2, June 8-Aug. 2, and June 8-Aug. 20.**

**Canon Law:** An institute on Canon law for religious. June 11-23. Conducted by Francis N. Korth, S.J. Textbooks: *Religious Men and Women in the Code*, by Creusen-Ellis (The Bruce Publishing Co., \$4) and *Canonical Legislation Concerning Religious* (Newman Book Shop, \$1).

**Business Education:** Materials and methods of teaching business subjects, conducted by Sister M. Rita, B.V.M., of St. Mary's High School, Chicago.

**Remedial Reading:** Diagnostic and remedial reading, conducted by Sister M. Julitta, O.S.F., directors of the remedial reading clinic at Cardinal Stritch College, Milwaukee, Wis. Sister Julitta will direct a Remedial Reading Institute, July 29-30.

**Other Institutes:** Guidance, July 6-7; Television and Speech, June 22, directed by Rev. R. C. Williams, S.J., director of the department of journalism and director of communications; Apologetics Institute, July 14-15; History Institute, July 13-14. These will be special lectures to supplement the canon law institute and special conferences for religious.

## NEW HAMPSHIRE

**Rivier College, Nashua, July 5-Aug. 14.**

**French:** The summer school of French, particularly for English-speaking students. French atmosphere in an American college. Includes elementary, intermediate, and advanced, and conversational, literature. All in the French language by professors of French origin. The school is conducted by the Sisters of the Presentation of Mary.

**St. Anselm's Abbey, Manchester. July 9-Aug. 4.** The Gregorian Institute of America will conduct a Summer School of Liturgical Music at St. Anselm's Abbey. Particularly for clergy, religious, and laity in the field of Catholic music.

For registration and further information write to Gregorian Institute of America, 2132 Jefferson Ave., Toledo 2, Ohio.

## NEW YORK

**Nazareth College, Rochester 18. July 5-Aug. 11.**

**Kindergarten:** A Kindergarten Practicum, by skilled kindergarten teachers with a group of children, for Sisters only.

**Library Courses:** For part-time school librarians (Sisters only) a three-summer sequence of library courses is offered. Two courses each summer. In 1951: school library service, and reference work in the school library. In 1952: book selection and library education for teachers. In 1953: book selection and classification and cataloguing. Each course has 3 semester hours of credit.

## OHIO

**Mary Manse College, Toledo 10. June 25-Aug. 3.**

**Reading:** Workshop for six weeks by departments of education and psychology. Regular teaching and remedial work. Diagnosis, prognosis, and classification of reading problems with remedial measures applied.

**Art:** Workshop, week of June 18. Methods and Procedure, demonstrations.

**Kindergarten:** Workshop in kindergarten methods as part of the course in kindergarten-primary methods.

**Spanish:** A special course in elementary Spanish for priests.

**Stagecraft:** July 13 the college will present "The Glowing Bird," featuring the Tatterman Marionettes. Demonstration back stage.

**Lectures:** The week of July 16, Miss Mae Mackie, authority on social therapy, charm, and deportment will conduct a course on Your Catholic Personality. On every Friday morning there will be an auditorium lecture of interest to all summer students.



Painted wooden Christmas angel as a candle holder. From a display of the American Crayon Company.

**Mt. St. Mary's Seminary, Cincinnati. Aug. 7-10.**

**For Priests:** Father Howell's Summer School for Priests will be conducted by the Gregorian Institute of America. Father Clifford Howell, an English Jesuit offers a new technique for stimulating the laity to an active participation in the liturgy. To enroll apply to: Gregorian Institute of America, 2132 Jefferson Ave., Toledo 2, Ohio.

**St. John College of Cleveland, Cathedral Square 14. June 18-Aug. 17.**

This college is conducted under the auspices of the Diocese of Cleveland to prepare Sisters and laywomen for teaching and nursing. The following courses in the summer school are of special interest.

**Education:** Principles of teaching; primary child study; teaching of science; kindergarten education; statistical measurements; seminar in child growth and developments; research in elementary education; clinical problems in reading; workshop in elementary arithmetic; Catholic philosophy of education; children's literature.

**Philosophy:** Social philosophy; seminar in adolescent psychology; practicum in psychological testing.

**Religion:** Teaching of religion (primary); understanding and appreciating the Psalms; teaching of religion (intermediate and advanced); canon law for religious.

**Social Sciences:** The making of geography; social encyclicas.

**Grailville, Loveland, Ohio.**

Grailville is conducted, with the blessing of Archbishop Alter, for laywomen between 17 and 30 years of age who are seriously interested in the conversion of the world. In the summer of 1951 the following will be stressed: The apostolate of family service; the building of a Christian culture; the new opportunity for lay workers in the missions; the preparation of Oriental students for the Christianization of their homelands. Various courses are scheduled for June 19-25; July 20-22; July 3-Aug. 16; and Aug. 21-27.

**Week end:** An open house week end, July 20-22, provides an introduction to the lay apostolate in the modern world. Gives a pattern of family living including full celebration of Sunday.

For further information write to Miss Judith Hines, Grailville, Loveland, Ohio. Loveland is 20 miles from Cincinnati.

## OKLAHOMA

**Benedictine Heights College, Guthrie. June 20-Aug. 4.**

**"Guiding Growth":** A course in "Guiding Growth in Christian Social Living"—curriculum and workshop. There will be three workshops—upper, middle, and primary. This is the first time such a workshop has been conducted in Oklahoma.

## PENNSYLVANIA

**Villanova College, Villanova.**

**Education:** Villanova is inaugurating a new program for the master's degree with a major in education designed to place emphasis upon advanced preparation for classroom teaching. The program requires a core of 12 semester hours in education, including administration and supervision and advanced work in educational psychology. Neither an examination in a foreign language nor a thesis will be required, but 30 semester hours will be required for the degree.

**Marywood College, Scranton. July 2-Aug. 4.**

**Administration:** Workshop in democratic school administration and life adjustment problems, July 2-13.

**Speech:** Institute of speech, drama, and radio, July 16-27.

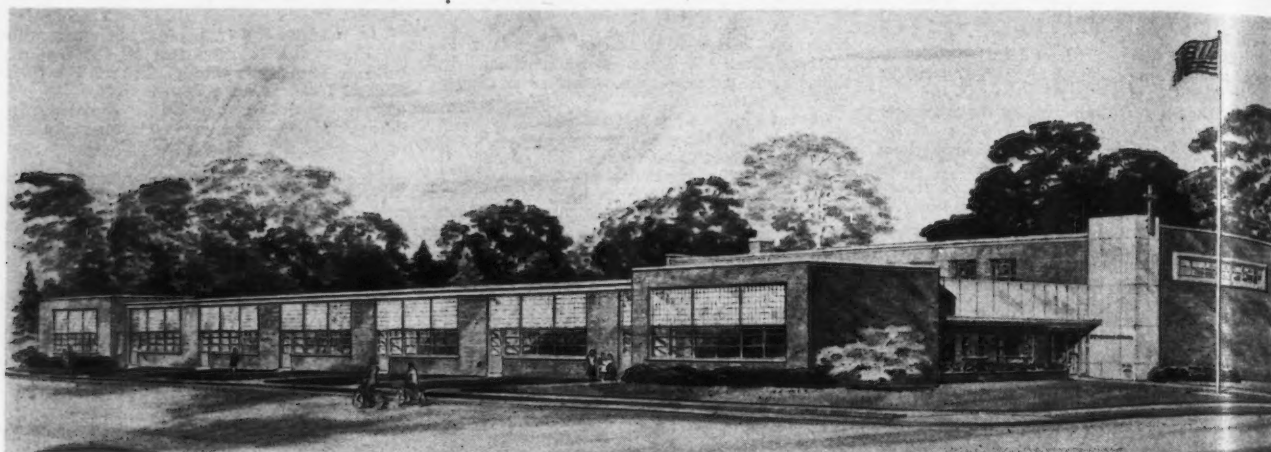
**Art:** Art and crafts workshop, July 9-13.

**Business:** Workshop for teachers of business education, July 16-20.

**Psychology:** Graduate courses leading to M.A. degree. Covers teaching of psychology; clinical psychology; and training of teachers and clinical workers with exceptional children.

(Continued on page 12A)





St. Virgil's School, Morris Plains, N. J., designed by Neil J. Convery, A.I.A., of Newark, N. J. Note the low design with fenestration providing a wall of windows for each classroom.

## A School Planned for Parish Needs

*Barclay Adams\**

The newly constructed St. Virgil's School of Morris Plains, N. J., demonstrates multi-purpose school planning which provides use of some facilities for community affairs without infringing on regular school needs. These special facilities include a cafeteria with adjoining kitchen which can serve 250 at a time, together with an auditorium-gymnasium having a seating capacity of 600, and a large stage.

This functional building exemplifies the attractive but economical effects that can be obtained by use of unfinished brick tiles for walls and by using standard-size construction material throughout. Natural finish, glazed brick walls eliminated furring, lath, plaster, and three coats of paint, thus helping to hold building costs down to \$265,600.

Designed by Neil J. Convery, A.I.A., Newark, N. J., architect who specializes in parochial school design, the one-story basementless building stands on a level 3-acre property with plenty of room for future expansion. It is located next to the rectory with the church on the opposite side. Rev. John Tracey is the pastor.

Lighter construction methods and elimination of heavy foundation pilings also helped to reduce expenses. Since the ground was in good condition, there was no excavation problem. Ordinary concrete footings were placed below the frost line. Walls are of face brick backed with cinder block.

The low architectural lines are attractively emphasized by limestone trimming, by the overhanging cornice of the roof, and by the fenestration design. A bank of three broad windows forming the exterior wall of each classroom gives an integrated pattern to the

façade. Separate entrance doors for each of the six classrooms on the street side, spaced at regular intervals along the length of the building, break up the window lines. Windows which compose the lower portion of the outside wall of each classroom are architecturally projected steel sash windows. Above them are large glass panels of double directional prism glass blocks. Exterior finish of the building is iron-spot face brick in tan color.

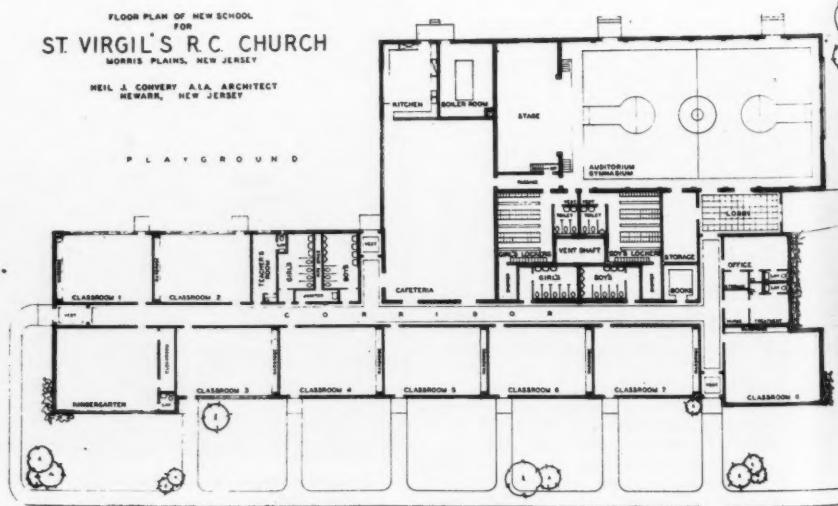
There are 8 classrooms, principal's office, nurses' room, and teachers' room. Each classroom is 22 and a half by 32 feet, with 12-ft. ceiling; each has recessed rear wardrobe space running the entire width of the room and concealed by folding doors. Each is equipped with an individual teacher's cabinet. Ceilings

are finished in acoustical white tile. The flush doors are of pressed steel.

### Room Areas Integrated

Careful integration of various elements characterizes the floor plan. The auditorium-gymnasium, for both school and community gatherings, is set apart from the classrooms in a corner of the building adjacent to the lobby. Also in this area are locker and shower rooms and lavatories which may be used by the children and by adults who come in for social gatherings. A narrow passageway connects the auditorium with the cafeteria-kitchen which is set up for parish as well as school use.

Classroom windows face east and west, so that they receive some sunlight during the



Floor Plans of St. Virgil's School.

\*American Society of Interior Design, New York 17, N. Y.



day. The kindergarten, occupying its own separate corner, has its individual entrance and lavatory. Walls of corridors, cafeteria, and auditorium are of glazed brick tile. Interior classroom walls are lath plastered.

The 5-ply flat roof is constructed of pre-assembled steel bar joints and 2½-in. vermiculite insulating concrete placed on metal lath smoothed off to receive the material. The ceiling was then applied to the underside of the metal bar joists, giving a ventilating section between ceiling and roof and eliminating necessity of furred down ceiling except in the corridors. Roof construction of the auditorium is steel roof trusses of steel pulins and a 2-in. plank roof which is exposed on the underside.

Basic floor throughout is a concrete slab. The corridor surfacing is terrazzo; the auditorium has maple flooring; and floors in the rest of the building are covered with asphalt tile.

Heating is hot water forced through radiant heat coils embedded in the concrete. Exception is the auditorium-gymnasium which has its own heating and ventilating units. All classrooms are mechanically ventilated by means of an exhaust ventilating system. The ceiling bar joists which give a continual space in between also help to keep the classrooms cool.

#### Color Plan of Classrooms

Classroom color plan conforms with orientation theories. Warm pastel tints are used in rooms with northern exposures; cool colors for south rooms.

Every classroom has its own color treatment so that no two are alike. The only uniformity is in green chalkboard placed on a cork bulletin board background. For example, one room facing south has walls of buff color contrasted against green asphalt tile flooring. Another has coral walls with floor of orange bordered in dark brown.



The cafeteria at St. Virgil's School, 35 by 50 ft., seats 600. The window walls look out on the playground. Interior walls are of glazed brick tile. Floor has mottled gray asphalt tile. Table tops are blue formica. Chairs are upholstered in red.

Most striking color treatment is in the kindergarten. Here the floor is red in contrast with rose-pink walls. Pictorial tiles inserted in the floor have 6-in. numerals and letters of the alphabet, with here and there such pictorial tile designs as teakettle and star. On the walls are nursery-rhyme cutouts. Prominent features are wall toy cabinets and a playground slide.

In all classrooms the light maple desks are movable so that pupils can make best use of available light by sitting where the light is most available.

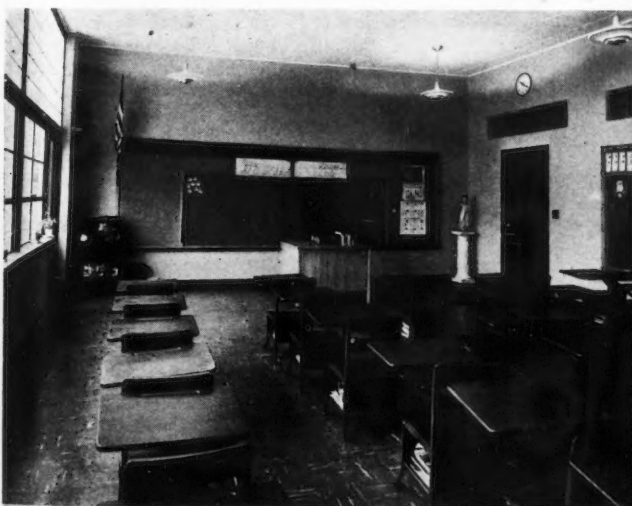
#### Entrance for Each Classroom

Separate outside entrance as well as entrance to inside corridors is provided in each classroom, permitting quick exit in emergency. The main entrance is through the lobby. Supplementary entrances include two

which lead out to the playground and one leading to a central corridor.

Lighting is provided by overhead incandescents with aluminum ring type fixtures suspended from the ceiling. There are four of these fixtures to each classroom. With natural light streaming in through the windows and the reflectivity from light-colored walls and other surfaces, an adequate, well-distributed level of illumination is furnished without excessive brightness.

Toilet facilities in the building are divided into two groups: separate areas for boys and girls from first to fourth grades, and for fifth to eighth graders. There are also separate toilet facilities for kindergarten, teachers' room, principal's office, and medical examiner. These lavatories have ceramic tile floors, yellow tile wainscoting, and plaster walls painted yellow.



Left: A classroom at St. Virgil's School. The green chalkboard is framed by a cork bulletin board. Acoustical tile ceiling is white; plaster walls are painted coral; floor is covered with orange asphalt tile bordered in dark brown. Right: Well lighted kindergarten. Acoustic ceiling, white; walls, rose pink; floor, red; nursery rhymes and cut-outs on the walls. Wall cabinets hold toys and books.



# Evaluation of Audio-Visual Aids

*George E. Vander Beke, Ph.D., Compiler\**

## BRITISH FILM STRIPS

(Concluded from the April issue)

From 20 to 66 frames. Lecture notes available. These strips may be purchased for \$3 each from British Information Services, 30 Rockefeller Plaza, New York 20, N. Y.

### Housing Britons

Before the war, the British government sponsored an intensive slum clearance and housing program. Now, because of war damage, Britain is faced with the most severe housing shortage in her history. The history of British housing is traced from the early nineteenth century. 63 frames.

### Industrial South Wales

Until recently, South Wales was dependent on one heavy industry—coal; in depression years, this dependence was responsible for widespread unemployment. Now the government has started a program for a better-balanced economy. 30 frames.

### Kent

The County of Kent has for nine hundred years been the scene of battles in which attempted invasions of England have been broken. Many relics still survive as landmarks in the history of the County. Captioned. 31 frames.

### The Lake District

Located in the northwest corner of England, the Lake District includes parts of three counties: Cumberland, Westmorland, and Lancashire. An area of great natural beauty, its reputation has been carried far and wide by the works of the Lake Poets, notably those of William Wordsworth. Captioned. 43 frames.

### London Airport

Seventeen different airlines from 15 countries use one of the largest of the world's international airports. Equipped with almost every type of modern landing aid, the London Airport adheres rigidly to the principle of "safety first." Captioned. 39 frames.

### Londoner Goes Home

Every evening 1,047,000 people leave central London by the trains, trams, and buses of the London Transport Executive network, which covers 2000 square miles and carries 12,000,000 passengers in each 24 hours. Captioned. 29 frames.

### Malaria

This film strip shows Britain's fight against malaria—a disease that has ruined the health of millions of people. A vigorous campaign in the research laboratories and in the field will be waged until the disease disappears. 58 frames.

\*Registrar and professor of education, Marquette University, Milwaukee, Wis.

### Meet the Bargemaster

Many picturesque sailing barges still navigate the coastal waters of Britain, transporting cargoes to and from ocean-going ships berthed in the London docks. Captioned. 25 frames.

### Meet the Trawler Skipper

Riding the North Sea in a trawler in all weather demands courage and skill, for the responsibility for both ship and crew rests in the hands of the skipper. Captioned. 20 frames.

### Norfolk

Norfolk, the fourth largest county in Britain, is at the northern end of East Anglia—that part of England which juts out into the North Sea between the Thames and The Wash. The sea provides half the county's boundaries and has done much to influence its history. Captioned. 41 frames.

### North Wales

A part of the beautiful district of lakes and mountains in northern Wales has been selected as a future National Park. The film strip includes many scenes from this area, as well as photographs of famous castles and the boyhood home of Lloyd George. Captioned. 39 frames.

### Nursery School

Nursery schools are designed to provide a healthy and pleasant environment for Britain's youngsters. They are becoming increasingly popular and the film strip shows how a typical school operates. 31 frames.

### Opportunity for Youth

Boys and girls leaving school are helped by officers of the Youth Employment Service into positions for which they are best suited, and nationwide schemes provide them with the necessary training. Captioned. 34 frames.

### The River Mersey

A river of contrasts, the Mersey flows through beautiful countryside and crowded industrial areas. The film strip shows many of the interesting scenes along its course. 40 frames.

### The River Severn

The Severn, Britain's largest river, rises in the wild hill country of North Wales. The film strip traces the river's course as it threads through rich farmlands, past historic towns and industrial areas, to empty into the Bristol Channel. 47 frames.

### Road to Recovery

Britain has made great strides toward economic recovery. Industry has been reorganized on a peacetime basis, domestic conditions have improved, and the export trade has been increased to a level greater than that of 1938. 19 frames.

## Royal Anniversaries

The Silver Wedding Anniversary of King George and Queen Elizabeth in April, 1948, was a milestone in a magnificent reign. The film strip presents scenes in the life of a family beloved by millions. 33 frames.

## The Royal Family

Their love of family life and sincere interest in the lives and work of their people have endeared the Royal Family to everyone in the Commonwealth. Captioned. 38 frames.

## The Royal Horticultural Society

The Royal Horticultural Society was founded by a small group of flower lovers in the early nineteenth century. Now the Society maintains exhibition halls, a complete library, and a modern research station. 32 frames.

## Royal Military Academy

Successful Army Entrance Examination Candidates, who have served four months or more as enlisted men, may apply for training at the Sandhurst Royal Military Academy for a permanent commission in the Regular British Army. Captioned. 22 frames.

## Royal Naval College

Britain's future naval officers are trained at the Royal Naval College, Dartmouth. Training at Dartmouth is free and entry is open to any boy who can pass the high standard medical board and entrance examination. Captioned. 32 frames.

## Royal Wedding Day

This film strip shows the grandeur and solemnity of the wedding of Princess Elizabeth and the Duke of Edinburgh, and fully records the processions and celebrations of the wedding day. 37 frames.

## St. Paul's Cathedral

The history of this famous cathedral is traced from before the Great Fire of 1666 to the present day. The Dome, the Whispering Gallery and many other examples of Sir Christopher Wren's masterpiece are shown and the strip also includes long views of St. Paul's taken after the raids of 1941. Captioned. 29 frames.

## The Shakespeare Country

Both Stratford-on-Avon and the neighboring villages are shown in detail. Scenes include Shakespeare's home and school, Holy Trinity Church, Mary Arden's cottage, and the twentieth-century Memorial Theatre. Captioned. 39 frames.

## Sheffield: City of Steel

Sheffield, the great manufacturing center of Yorkshire, produces silverware, cutlery, and tools, as well as its famous heavy steel. The film strip describes many of the varied Sheffield industries. 41 frames.

## Spas of England

Many of the famous watering places of England date back to Roman times. A number of the best known, such as Bath, Harrogate, and Tunbridge Wells, are shown in detail. Captioned. 40 frames.

(Concluded on page 12A)



# Get a Bid on the Best

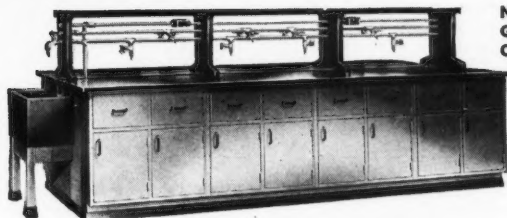


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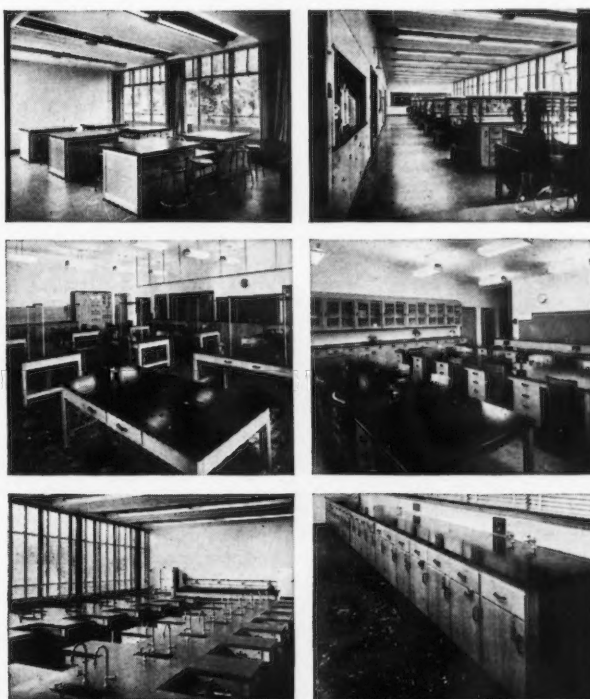


No. 3422—  
General  
Chemistry  
Table

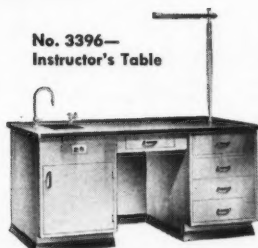


No. 80—  
Chemistry  
Student Unit

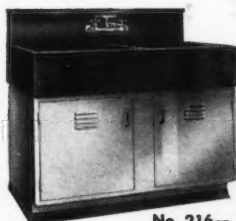
## TYPICAL KEWAUNEE LABORATORY INSTALLATIONS



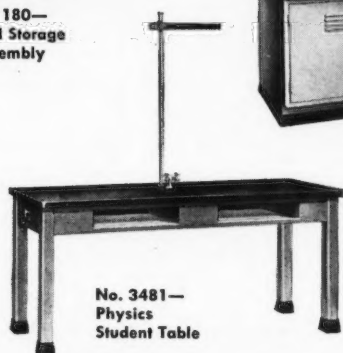
No. 180—  
Wall Storage  
Assembly



No. 3396—  
Instructor's Table



No. 216—  
Wall Sink



No. 3481—  
Physics  
Student Table

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## Audio-Visual Aids

(Concluded from page 220)

### Tea From Nyasaland

Tea was first planted by the British in Central and East Africa in 1902. This film strip tells the story of the production of tea in the huge tea gardens which now cover thousands of acres of Nyasaland territory. Captioned. 25 frames

### The Tower of London

At various stages in its history, the Tower of London has been a fortress, the palace of English kings, and the prison of many famous persons. The Norman Keep, the portcullis, and the parade ground are among the many well-known scenes which appear in this film strip. Captioned. 27 frames.

### Village College

In the past, rural life, which centered around the village green, was the rocklike basis of English tradition. The Village College is an experiment in welding communities along the cultural pattern of old English country life. 53 frames.

### Viscount Alexander of Tunis

After a brilliant career as one of the most outstanding military strategists of our time. Field-Marshal Viscount Alexander has been Governor-General of Canada since 1946. Captioned. 25 frames.

### Viscount Montgomery of Alamein

Rommel's Afrika Korps was considered invincible until it was driven back across North Africa by the victorious Eighth Army under the command of Montgomery. The film strip traces Montgomery's career during the two World Wars and shows something of his current work to maintain peace. Captioned. 31 frames.

### A Visit to London

The film strip pictures many famous London landmarks which are as familiar to tourists as they are to Londoners—the Royal Palaces, historic St. Paul's Cathedral, the Tower of London, the picturesque Beefeaters, and many other famous sights. 52 frames.

### Warwickshire

Warwickshire is the Midland County of England. Comprising 885 square miles, it is an agricultural country which also harbors the great industrial cities of Birmingham and Coventry. It is best known as the Shakespeare country. Captioned. 36 frames.

### Westminster Abbey

This guided tour of Westminster Abbey begins with exterior scenes and a detailed plan of the structure. Interior photographs include famous windows and statues, transepts, the Coronation Chair, and the Wedding of Princess Elizabeth. Captioned. 40 frames.

### Windsor Castle

This film strip shows the magnificent home of the British Royal Family, including such

high lights as the Grand Vestibule, Charles II Dining Room, Henry VIII Gateway, and interior shots of St. George's Chapel. Captioned. 28 frames.

### Wool

British wool textiles, famous for their excellent quality, rank high among Britain's most valuable dollar exports. The film strip describes their manufacture in detail. 25 frames.

### Working Man's University

The Regent Street Polytechnic was formed in 1865 by Quintin Hogg to provide full-time technical training in many branches of learning and evening courses for young men and women who are engaged in professional and craft occupations. Captioned. 24 frames.

### Yorkshire Moors and Dales

Two large areas of Yorkshire have been recommended for National Parks by the Town and Country Planning Commission, with a view to preserving their natural beauty and the historical value of their famous buildings. Captioned. 40 frames.

## MAPS FROM BRITAIN

British Commonwealth of Nations. Color. 25 by 40 in. 50 cents.  
British Territories in Africa. Color. 22 by 33 in. 25 cents.  
Caribbean Colonies. Color. 20 by 30 in. 50 cents.  
East Africa. Color. 20 by 30 in. 50 cents.  
Great Britain (Industrial). Color. 30 by 40 in. Free.  
South East Asia. Color. 20 by 30 in. 50 cents.  
Southern Rhodesia. Color. 20 by 30 in. 50 cents.  
Western Pacific. Color. 20 by 30 in. 50 cents.  
Six Line Maps of Britain. Folder. Black and White. 8½ by 11 in. Free.

## PICTURE SETS

These large 12 by 15-in. glossy photographic reproductions illustrate subjects of historic and current interest. The sets consist of about 11 mounted panels and each reproduction is accompanied by informative caption. Attractive for display, these picture sets may be purchased for \$1 per set.

Britain 1900-1950  
Britain Aids Colonial Progress  
Britain and Her Colonies (Color)  
Britain's Jets  
British Ceremonial  
British Museum  
Dorset: At Work, The Village, The Village Farm  
Her Majesty Queen Elizabeth  
Century of Progress Series: Air, Elementary Education, Medicine, Power, Rail Transport, Road Transport, Sea Transport, Junior School, Kent, Lake District, Land of Britain, Norfolk, River Thames, Shakespeare Country  
Colonial Empire Series: Battle Against Disease, Battle Against Ignorance, Battle Against Poverty, Colonial Economic Development, In-

troducing the Caribbean Colonies, Introducing East and Central Africa, Introducing Hong Kong, Introducing Malaya and Borneo, Introducing Mediterranean Colonies, Introducing West Africa, Introducing Pacific Islands

## Summer Schools

(Continued from page 217)

### WASHINGTON

**Holy Names College**, 1114 North Superior St., Spokane 11. June 15-July 27.

**Reading:** A reading workshop for elementary teachers in service including a refresher course in fundamentals; practice in preparing materials; and evaluation and practice period. Four hours' credit for the complete workshop.

**Regular Courses:** Art, education, English, health and physical education, home economics, journalism, music, psychology, religion, science, social sciences.

### WISCONSIN

**St. Norbert College**, West De Pere, Address Summer School Director, Box 186, Green Bay, Wis. June 19-July 27.

St. Norbert College is conducted by the Norbertine Fathers primarily as a seminary. The Summer Session is conducted by the Diocesan Department of Education in co-operation with the college.

**Education:** Children's literature, literature for adolescents, youth counseling, child psychology, philosophy of education, language arts (elem.), administration, modern theories of education, techniques in educational research.

**Philosophy:** Logic, natural theology, rational psychology, general ethics.

**Religion:** Thomistic theology.

**Science:** Biology, zoology, horticulture.

**Other Subjects:** English, expression, history, languages, library.

**Marquette University**, 615 North Eleventh St., Milwaukee. June 11-Aug. 3 and June 23-Aug. 3.

**Education:** Courses of special interest include: Audio-visual aids, problems of Catholic school administration, problems in dogma for teachers, problems of adolescent development, child development.

**Conferences:** The Holy Sacrifice of the Mass (July 9), Jesuits and education (July 10), guidance (July 25), religious conferences for Sisters (Sunday afternoons), high school debate. On one or two afternoons a week a noncredit seminar and lecture series will be given on the 1951-52 high school debate question.

**Institutes:** Current events (June 26 and 28), lectures on English literature, public health (July 9 and 10), television and radio (July 16-18), teaching religion (July 23 and 24), religious vocations (July 14), medico-moral problems (July 9-13).

For accelerated education, Marquette will offer this year, a five-week session (six days a week) of undergraduate classes, Aug. 6-Sept. 8.

**Mount Mary College**, 2900 Menominee River Drive, Milwaukee. June 26-Aug. 3.

**Theology:** Theological Institute for Sisters, June 23-Aug. 3. A certificate in theology will be granted upon completion of the three-year course. The 1951 institute offers courses in theology, scripture, canon law, and a theological seminar.

**Education:** Child care and development, teaching social studies, teaching science, philosophy of education, teaching English, teaching secondary school music, teaching social science.

**Other Courses:** Art, business, sciences, English, languages, history, home economics, library, mathematics, music, philosophy, religion, etc.

(Concluded on page 14A)





## How this Window Wall Removes a **BARRIER**

Why stand for classroom with a closed-up, smothering atmosphere . . . an atmosphere that seems to build a barrier of lethargy between teacher and students.

You can break down the psychological barrier by removing the physical barrier. Open up your classrooms with room-length, ceiling-high windows of light-inviting Fenestra\* Intermediate Steel Windows for a feeling of freedom . . . an atmosphere of alertness.

### YOU GET:

**More Daylight**—An abundance of eye-easy daylight flows over the whole room. Fenestra Steel Windows have more glass area than most windows the same size because their frames are designed to be strong and rigid without being bulky!

**Controlled Fresh Air**—Vents protect you from drafts . . . permit ventilation even on rainy days.

**More See-through Vision**—Nothing destroys the freedom of your view.

**More Protection from Accidents**—Sill vents keep children from falling out.

Fenestra Steel Windows give your school architectural distinction . . . inside and out. And your custodian can wash and screen them from *inside!*

### FENESTRA HOT-DIP GALVANIZING SLASHES WINDOW MAINTENANCE COSTS

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Compare the *performance, quality, installed cost, maintenance cost* of standardized Fenestra Windows with *any* window on the market. For further information, call the Fenestra Representative (listed in your Yellow Phone Book), or write us. \* ®

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☐ Fenestra Hot-dip Galvanizing

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## New Books

(Continued from page 215)

## Vocational Digest

A folder for the promotion of vocations, published quarterly by the Holy Cross Fathers, at the University of Notre Dame, Notre Dame, Ind. The issue for the winter of 1950-51 includes a poster depicting a newsboy crying "Extra! Peace Declared!" with the caption, "Christ declared His peace long ago. Now He needs priests and Brothers to help Him bring the good news to the whole world."

## My Little Missal

Boards. 25 cents. The Catechetical Guild Educational Society, St. Paul 1, Minn.

This is a missal for the child too young to read, yet old enough to learn the beauties of the Mass. It is illustrated with simple explanatory text for the child 4 to 8. *My Little Missal* graphically presents the principal parts of the Mass while pictures on the opposite pages interpret the meaning of those actions with scenes from the Old and New Testaments.

## The Jehovah Witness

By Rev. Dr. Rumble, M.S.C. Paper, 32 pp., 15 cents. Radio Replies Press, St. Paul 1, Minn.

## The Adventists

By Rev. Dr. Rumble, M.S.C. Paper, 32 pp., 15 cents. Radio Replies Press, St. Paul 1, Minn.

These booklets are histories of two sects which originated in the United States and are still making fantastic interpretations of obscure passages of Scripture.

## Before We Spell (first grade)

We Spell and Write (grades two and three)

Paper. *Before We Spell*, 36 cents. *We Spell and Write* (either grade), 40 cents. The McCormick-Mathers Publishing Co., Wichita, Kans.

The 1951 edition of *Before We Spell* is entirely new. It is a three-in-one book combining spelling readiness, reading, and writing.

The 1951 editions of *We Spell and Write*, grades two and three, include word building and word analysis exercises, as well as tailored writing spaces for the creative writing assignments. The vocabulary of the books is based on the words children actually use in their writing and the grade in which they write them as determined by the Rinsland study.

## De La Salle, A Pioneer of Modern Education De La Salle, Saint and Spiritual Writer

By W. J. Battersby, Ph.D. Longmans, Green & Co., 55 Fifth Ave., New York 3, N. Y.

The first named of these two books appeared in 1949, the second in 1950. The editor of *THE CATHOLIC SCHOOL JOURNAL*, in his study of St. John Baptist de La Salle in the histories of education (*THE CATHOLIC SCHOOL JOURNAL*, Feb., 1951, page 33) quoted from *De La Salle, A Pioneer of Modern Education*. These two outstanding works on the founder of the Brothers of the Christian Schools should be studied carefully by those who wish to understand the significance of De La Salle, particularly now during the jubilee year of the Brothers in the United States.

## The Vatican and Its Role in World Affairs

By Charles Pichon. Translated by Prof. Jean Misrahi. Cloth, 382 pp., \$4.50. E. P. Dutton & Co., New York 10, N. Y.

This history of the international relations of the Papacy begins with a summary of nearly two thousand years of activity up to 1870. It then provides a detailed account of the struggles of Pius IX and his successors, especially of the present pope. While much of the story centers around the political and international upheavals

(Continued on page 16A)

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EYE TEST NEEDS

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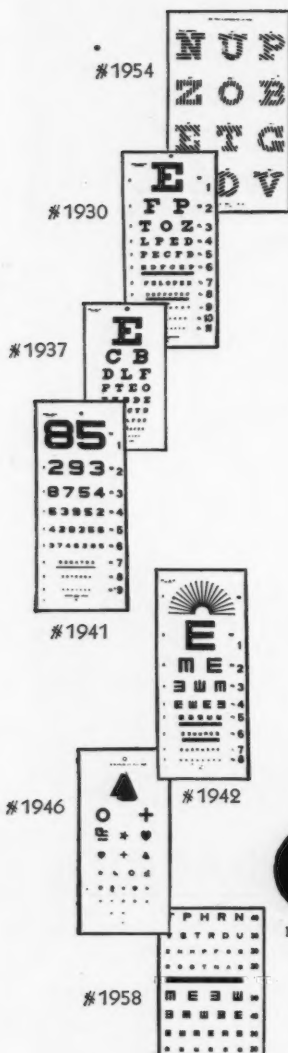
All types of distance test charts—letters, numerals, foreign language, kindergarten, illiterate—are available from American Optical Company, one of the world's largest suppliers.

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## Summer Schools

(Concluded from page 12A)

Edgewood College of the Sacred Heart, Madison 5, June 25-Aug. 3.

**Curriculum:** A six-week workshop in curriculum covering the entire field of elementary education. Sister M. Nona, O.P., director. Open to all elementary teachers, religious and lay.

Dominican College, 1209 Park Ave., Racine. June 25-Aug. 3.

**Education:** Principles of Christian social living in the curriculum for grades 7 and 8; principles and methods of speech correction; teaching reading in primary grades.

**Lectures:** Education for Christocentric Living—a series of lectures by Rev. Joseph J. Holleran.

**Religion:** A workshop in the teaching of re-

ligious will be conducted by Rev. Joseph W. Buckley, S.M. Time to be arranged.

## FOREIGN SUMMER SCHOOLS

The Institute of University Studies Abroad, 1346 Connecticut Ave., N.W., Washington 6, D. C., has announced the following summer schools: University College, Dublin, Eire, July 16-Aug. 25; the Sorbonne, Paris, July 15-Aug. 12; University of Fribourg, July 16-Aug. 25; University of Madrid, July 3-Aug. 15; Oxford Arts Festival Courses, July 2-16.

Will your students continue to buy  
U. S. Savings Bonds and Stamps  
during their summer vacation?





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**FOR EVERY SCHOOL ACTIVITY**

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ESTABLISHED 1909

## New Books

(Continued from page 14A)

and wars which have kept Europe in a turmoil since before the Franco-Prussian War, the real story is that of the modern fallacies in social, economic, and political thought, the aberrations and breakdowns of Protestantism, and the positive agnosticism and atheism that have been deep down underneath the opposition to the Church and her efforts, her defeats, and her few victories. The author is a newspaper correspondent who has worked a lifetime in the Vatican city; he writes with understanding, with a fine sense of facts and their meaning, and with a respect for all sides concerned in present-day battles of diplomacy. The book will help Americans understand the present confused world affairs.

### Teaching Speech

By Heffron & Duffey. Cloth, \$3.50. Faulkner's, 65 East Lake St., Chicago 1, Ill.

This is the fourth revised edition of a popular college textbook. It deals with principles and methods, practical problems both curricular and extracurricular, specific problems with class exercises in fundamentals, discussion, interpretation, dramatic art, radio, and speech correction, guides for daily classroom procedure, bibliographies, etc.

### Outlines and Exercises for a First Course in Education

By Ward G. Reeder. Paper, 165 pp., \$1.40. The Macmillan Company, New York, N. Y.

This workbook is planned to accompany the author's text, *A First Course in Education. The Vatican and the Kremlin*

By Camille M. Cianfarra. Cloth, 258 pp., \$3. E. P. Dutton & Co., New York 10, N. Y.

In American discussions of the communist activity for world domination the political aspects are emphasized almost to the exclusion of the more serious threat to human welfare, the persecution of religion as the means of establishing the communist ideal of a completely atheistic and materialistic society. The present author has been a Vatican correspondent of European newspapers and has observed the fight which the Church has carried on, alone and without outside help, against the diabolic campaign of the Russian Religious Cominform in every country where the communist state has been active. The book makes clear that Russian communism will never be defeated until its antireligious movement is destroyed.

### Peter and Paul, Apostles

By Isidore O'Brien. Cloth, 440 pp., \$3.50. St. Anthony Guild Press, Paterson, N. J.

This book provides a rather complete account of the labors and journeys of the Apostles Peter and Paul and of the early establishment of the Church in Asia Minor, Greece, and Rome. The story is told in instructional form against the background of the Roman and Greek civilization of the time. Adults will find the book especially interesting; high school and college students of the New Testament will appreciate the chronological form which makes events and persons fall into logical place.

### The Twelve Fruits

By C. J. Woollen. Cloth, 184 pp., \$2.50. Joseph H. Wagner, Inc., New York 7, N. Y.

The 12 fruits of the Holy Spirit are subject matter of this rather simple book of meditations addressed to religious. The argument, well made in each chapter, is the need of having the 12 fruits in the soul as the basis of positive growth in the spiritual life.

### Great Expectations

By Charles Dickens. Cloth, 573 pp. E. P. Dutton Co., New York, N. Y.

This newest addition to the American series of the Everyman's Library, contains the original text and an appreciative introduction by G. K. Chesterton.

### The New Renaissance of the Spirit

By Vincent A. McCrossen. Cloth, 252 pp., \$3. Philosophical Library, New York, N. Y.

This book represents the author's reaction to his studies in comparative literature and thought in some thirty languages which cover more than 3000 years of Western civilization. The book reviews the forces conflicting for supremacy today. Out of the conflict the author sees a new hope for Western civilization renewed on a spiritual basis. It is suggested that the solutions called for are the attributes of God: truth, beauty, justice, mercy, creativity, faith, hope, and love.

### Basic Cost Accounting

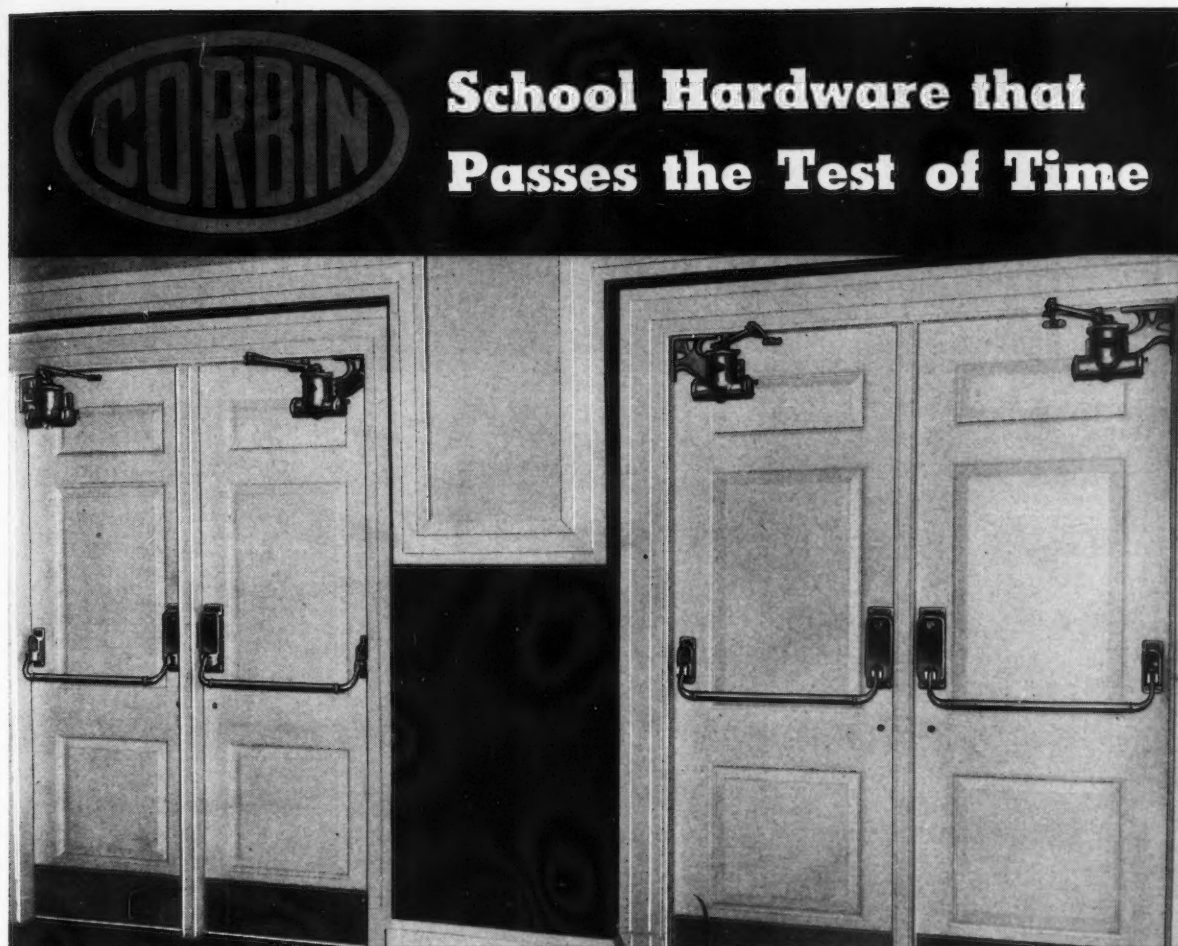
By Samuel Waldo Specthrie, C.P.A. Cloth, 311 pp., \$3.75. Prentice-Hall, Inc., New York 11, N. Y.

This book provides a well-balanced and rather complete statement of the principles of cost accounting as accepted and used in American industry. The book is well written, in simple, everyday language. Principles and practices are described briefly and without long arguments. There are simple applications of the basic notions found in actual business and manufacturing. The various points of view of engineers, accountants, and management are contrasted and evaluated as entering into a final method to be worked out for any given establishment.

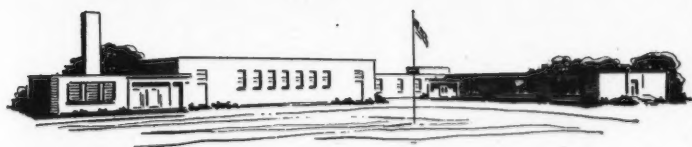
The student who has mastered this book will have a good insight into the theory of determining costs; he should be able readily to set up a standard plan for the main products and the secondary and residual products of a plant. And

(Concluded on page 36A)





## School Hardware that Passes the Test of Time



Schools are designed and built to serve for many years. So is Corbin Hardware. That's why so many fine new schools, like the Verplanck Elementary School in Manchester, Connecticut, rely on Corbin for their hardware needs.

From the safety of Corbin Automatic Exit Devices to the durability of our Butt Hinges, you will find that Corbin Hardware meets all of the specialized needs for the smooth flow of school traffic. Corbin hardware makes an economical installation, too, because it requires little or no maintenance to provide year after year of quiet, trouble-free service.

GOOD BUILDINGS DESERVE GOOD HARDWARE

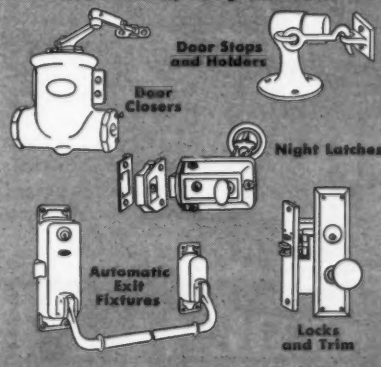


**P. & F. Corbin**  
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THE AMERICAN HARDWARE CORPORATION, NEW BRITAIN, CONNECTICUT, U. S. A.

Verplanck Elementary School is the larger of two elementary schools opened last September in fast-growing Manchester, Conn. Designed for 660 pupils through Grade 6, it contains 18 regular classrooms, 2 kindergartens, library, cafeteria with kitchen, auditorium-gymnasium, general activities room, combination play—scout activities room, 2 teachers' rooms, nurses' suite, principal's office and conference room. **Architect:** Keith Sellers Heine, Hartford; **Contractor:** The Alexander Jarvis Company, Manchester; **Corbin Hardware Supplied By:** F. T. Blish Hardware Company, Manchester.

Corbin Hardware used at Verplanck Elementary School includes, among other items:





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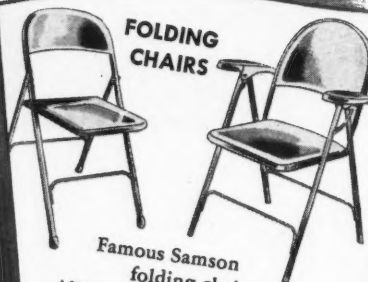
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## Catholic Education News

### BUILDING NEWS

#### California

★ Formal opening of Notre Dame High School's new gymnasium and auditorium was held in Sherman Oaks on May 5. The Masquer's Club of Hollywood presented a program, proceeds of which went into the gymnasium fund.

★ St. Genevieve Parish in Panorama City has begun to build a church and a school as the first projects of the year-old parish. The church is designed for eventual use as the parish hall. Three of the new school's classrooms will open together to serve as a temporary hall.

★ The major expansion program recently announced by officials of the College of Notre Dame in Belmont includes a three-story dormitory to accommodate 122 students, a library, cafeteria, classroom and science buildings, an administration building and chaplain's headquarters. The entire group of buildings will be constructed around a large central patio. The construction is planned to meet an expected increase in enrollment beginning this fall when the College of Notre Dame expands into a full, four-year program. New courses added are prelegal, premedical, and home economics. Third-year students will be accepted at the start of the fall semester.

#### Illinois

★ Architect's plans for the medical-dental building to be built by Loyola University, Chicago, indicate that it will cost approximately \$5,750,000 with equipment. The six-story structure will be erected on an eight-acre tract bounded by Hoyne, Harrison, Damen, and Ogden Avenues. Loyola's fund raising program opened June 15, 1948. The main impetus was provided by Frank M. Lewis who gave the university \$1,000,000 for the support of the medical school and an additional \$85,000 to purchase the site of the proposed building. The fund has reached the \$4,025,000 mark.

#### Indiana

★ For the first time in 94 years the Sisters of St. Francis have a home of their own at St. Peter's, Franklin County. The new Sister's residence was blessed by Archbishop Paul C. Schulte on a recent confirmation tour. The new home is a modern, two-story brick building. It is oil heated and has hardwood floors throughout.

#### Louisiana

★ A ground breaking ceremony was held, April 11, at the Academy of the Sacred Heart, New Orleans, inaugurating construction of a \$200,000 primary and kindergarten school building. The two-story brick building will be located near the present academy building and the two will be connected by a bridge. Mother Odile Lapere, mother superior of the academy, said the building will have seven classrooms for about 175 children, a playroom, study hall, athletic room, and offices.

#### Maryland

★ Most Rev. Patrick A. O'Boyle, archbishop of Washington, D. C., recently blessed and dedicated the new academy of the Holy Names, Silver Spring, Md. The \$250,000 academy contains classrooms, music rooms, a health room, library, laboratory, cafeteria, and auditorium-gymnasium.

#### Michigan

★ Ground was broken in April for the new parochial school being built by St. Anthony's

Parish, Hillsdale, Mich. Estimated to cost \$83,000, the building will house 100 pupils with four rooms used as classrooms and two as assembly rooms. Eight grades will be accommodated. Architect's specifications call for exterior walls in brick and interior walls of cement block. The ceilings will be acoustical tile and the doors and trim of oak.

★ An addition to Girl's Central High School in Grand Rapids has been planned. The five-story structure will be added to the south end of the present school.

#### New Mexico

★ Construction work on the new \$200,000 school and convent buildings for the San Miguel parish, Socorro, N. Mex., will start very soon.

#### New York

★ His Eminence Francis Cardinal Spellman, archbishop of New York, dedicated the new seminary of the Franciscan Fathers of Immaculate Conception Province at Mount Alvernia, Wappinger's Falls, on April 16.

★ The combination church and school of SS. John and Paul parish was begun, April 8, at Larchmont, N. Y. Most Rev. Joseph P. Donahue, vicar general and auxiliary bishop of New York, officiated at the ground-breaking ceremonies. Present plans call for the construction of a church and school building with the church seating from 550 to 600 and a school with eight classrooms, cafeteria, and auditorium seating 600.

(Continued on page 20A)

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## HILLYARD FLOOR CARE FROM START TO FINISH... AT

### PIUS XI HIGH SCHOOL

Famous Catholic School in Milwaukee wisely counts on Hillyard WOOD PRIMER and STAR GYM for its slip-proof, wear-proof gym floor. This "Finish for Champions" now in use on 15,000-gyms.

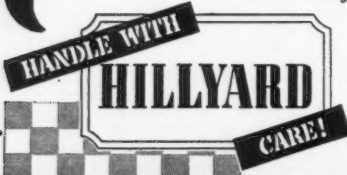
\*Architect—Mark Pfaller

In this main corridor and others, Hillyard TERRAZZINE provided slow-curing necessary for hard-as-flint terrazzo. ONEX-SEAL furnishes the anti-slip beauty finish. Can be easily cleaned with non-greasy HIL-TONE dressing.



This recently completed school is an excellent example of the way functional floor design, coupled with proper Hillyard treatment materials, is meeting present Catholic needs for beautiful school floors that **BASICALLY** assure future low cost maintenance. From blue-print planning, through every stage of construction, architect, flooring contractors, and school planners relied freely on the counsel of the Hillyard Maintainer in the Wisconsin territory. Chose only Hillyard treatment and sanitation products specialized for the type of floor. Countless Catholic Schools, universities, hospitals, institutions for many years have relied on approved Hillyard Care. We'd like to show you its cost-saving advantages.

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## Catholic Education News

(Continued from page 19A)

### Pennsylvania

★ On Sunday, April 1, the new school building for SS. Cyril and Methodius' parish, Reading, Pa., was blessed by Most Rev. Hugh L. Lamb, D.D., V.G., auxiliary bishop of Philadelphia. Built of brick with Indiana limestone trim, the new building has eight classrooms. In the basement is a recreation room, a well-equipped kitchen, lavatories, locker rooms, and showers. All wainscoting throughout the building is of ceramic tile, and each room contains a loud-speaker so that

announcements can be made from the principal's office on the second floor. Six of the classrooms are on the second floor, together with a medical examination room and a rest room for the nuns. The other classrooms and an auditorium, which will double as a banquet hall, are on the first floor. The auditorium, which is laid with oak board-flooring, has a stage cloakroom, and ticket office.

★ The cornerstone of St. Joseph's Hall, the new gymnasium-auditorium unit of St. Mary's Academy in Logan, Philadelphia, was laid and the new building blessed by His Excellency, Most Rev. J. Carroll McCormick, D.D., on March 18. In addition to the gymnasium-auditorium, which is its main feature, St. Joseph's Hall provides two additional classrooms, a fully equipped science laboratory and a complete homemaking department, as well as a cafeteria.

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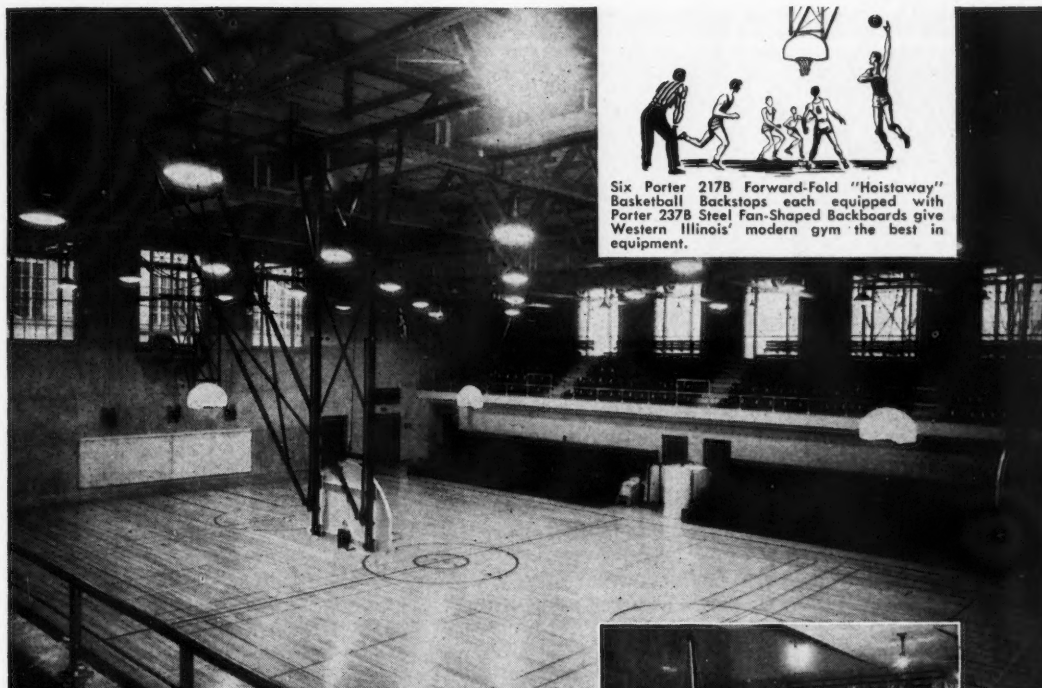
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(Continued on page 22A)





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*at leading gyms from coast-to-coast  
the choice is Porter*

**at Western Illinois State Teachers College**

**it's Porter equipment 100%**

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You can entrust your planning problems to Porter's engineering staff, and be confident of satisfactory, economical solutions. Years of experience qualify them to render you a real service. Write today. No obligation.



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## HILLYARD FLOOR CARE FROM START TO FINISH... AT

### PIUS XI HIGH SCHOOL

Famous Catholic School in Milwaukee wisely counts on Hillyard WOOD PRIMER and STAR GYM for its slip-proof, wear-proof gym floor. This "Finish for Champions" now in use on 15,000-gyms.

\*Architect—Mark Pfaller

In this main corridor and others, Hillyard TERRAZZINE provided slow-curing necessary for hard-as-flint terrazzo. ONEX-SEAL furnishes the anti-slip beauty finish. Can be easily cleaned with non-greasy HIL-TONE dressing.



This recently completed school is an excellent example of the way functional floor design, coupled with proper Hillyard treatment materials, is meeting present Catholic needs for beautiful school floors that BASICALLY assure future low cost maintenance. From blue-print planning, through every stage of construction, architect, flooring contractors, and school planners relied freely on the counsel of the Hillyard Maintaineer in the Wisconsin territory. Chose only Hillyard treatment and sanitation products specialized for the type of floor. Countless Catholic Schools, universities, hospitals, institutions for many years have relied on approved Hillyard Care. We'd like to show you its cost-saving advantages.

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WRITE TODAY FOR FREE CURRENT CATALOG INFORMATION. HILLYARD, DEPT. B-6

## Catholic Education News

(Continued from page 19A)

### Pennsylvania

★ On Sunday, April 1, the new school building for SS. Cyril and Methodius' parish, Reading, Pa., was blessed by Most Rev. Hugh L. Lamb, D.D., V.G., auxiliary bishop of Philadelphia. Built of brick with Indiana limestone trim, the new building has eight classrooms. In the basement is a recreation room, a well-equipped kitchen, lavatories, locker rooms, and showers. All wainscoting throughout the building is of ceramic tile, and each room contains a loud-speaker so that

announcements can be made from the principal's office on the second floor. Six of the classrooms are on the second floor, together with a medical examination room and a rest room for the nuns. The other classrooms and an auditorium, which will double as a banquet hall, are on the first floor. The auditorium, which is laid with oak board-flooring, has a stage cloakroom, and ticket office.

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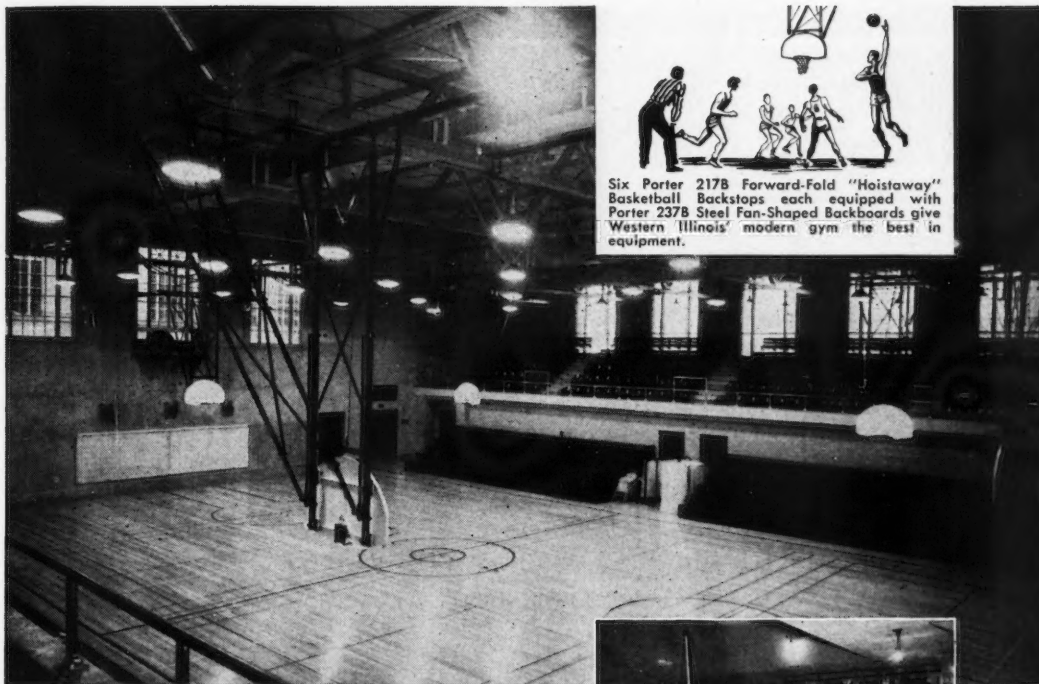
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Extra ordinary! That's what hors d'œuvre means! Unusual indeed are these marine delicacies assembled by Sexton especially for your table. You can depend upon Sexton for the finest in sea foods . . . such as these flat and rolled anchovies, caviar from the Black Sea, Norwegian sardines, crab meat, lobster, shrimp and tuna,—each from the one place in the world where the finest is found. Serve them with confidence.

JOHN SEXTON & CO., CHICAGO, 1951

## Catholic Education News

(Continued from page 20A)

ment in the housecraft section, comprising living room, bedroom and bathroom, where girls are taught to keep house as they might in their own homes; and its students' Common Room, where pupils can hold after-school debates and meetings in an atmosphere less formal than that of the Assembly Hall.

### Obsolete School Rooms

Physical factors in 95 per cent of the nation's classrooms hinder rather than help the child's development, learning, and physical well-being, consulting educationalist, Dr. Darell Boyd Harmon

recently warned a group of leading Pennsylvania educators. Dr. Harmon, former director of the Division of School Health Service for the Texas State Department of Health, and consultant for the school division of Minneapolis-Honeywell Regulator Company, was the speaker at a recent Institute on Classroom Planning, sponsored by the University of Pennsylvania.

"We must recognize that there are, in effect, two teachers in every classroom," Dr. Harmon said. "One is the human teacher who plans the child's educational experience. Present also are a combination of environmental forces—lighting, heating, sound, decoration, and seating—that are equally important to the child's development and learning."

"Improper heating, for example, can distort the whole child," he points out. "It affects his bones, his muscles, his body structure, and his learning as he makes adjustments to feel comfortable."

The experimental educator is concerned about the state of our schoolroom because a study he made of 160,000 grade school children revealed that the children were paying for their education with a steadily increasing number of weak eyes, poor nutrition, postural, and other defects. Most of these defects cleared up when the children were moved to classrooms that were properly designed.

### AD MULTOS ANNOS

★ REV. JOSEPH A. TETZLAFF, S.M., of St. John's Home Chapel Rockaway Park, New York City, celebrated his 50th anniversary of religious profession on March 26. Father Tetzlaff, a member of the Society of Mary, was appointed president of the University of Dayton in 1918. In 1928 he was appointed provincial superior of the Cincinnati Province and served two terms. He then became superior of the new Colegio San Jose, San Jose, Rio Piedras P. R., in 1938. He was assigned to St. John's Home in 1942.

★ The centenary of the foundation of SISTERS OF NOTRE DAME DE NAMUR in California was observed Saturday, April 14, with a solemn Mass in St. Mary's Cathedral, San Francisco. Archbishop John J. Mitty presided. The Sisters conduct St. Columbkille's and Mother of Sorrows schools in Los Angeles and Our Lady of Sorrows and Guadalupe schools, Santa Barbara. Their convent opened in San Jose, July 4, 1851, 11 years after the first Sisters arrived in the United States from Namur, Belgium. They came to the west Coast in 1846 to work among the Indians in Oregon. Two Sisters came to San Francisco in March, 1851, to await additional missionaries from Cincinnati. While there, they were urged by Bishop Joseph S. Alemany to establish a school in the new state.

Sisters opened Our Lady of Sorrows Santa Barbara, in 1906. Today the Sisters of Notre Dame de Namur have a provincial house and novitiate in Saratoga, a college in Belmont, and schools throughout the state.

★ Three priests of St. John's University, New York City, celebrated their silver anniversary of ordination at the 70th annual dinner given by the St. John's College Alumni Association recently. The three, VERY REV. JOHN A. FLYNN, C.M., president of the university; REV. CYRIL F. MAYER, C.M., vice-president; and REV. EDWARD F. GILLARD, C.M., professor of philosophy at St. John's College, were guests of honor at the banquet.

★ The Feast of the Seven Sorrows of Our Blessed Mother was marked this year at Loretto mother house, Loretto, Ky., by the Diamond Jubilee of three members of the Community. The jubilarians are SISTER PAULETTA DANT, SISTER ZENO RONAN, and SISTER DAMIAN CISELL.

### HONORS AND APPOINTMENTS

#### Heads NCMEA

REV. THOMAS J. QUIGLEY, diocesan superintendent of schools in Pittsburgh, was elected president of the National Catholic Music Educators Association at the group's annual convention in Cleveland in March. Father Quigley had been serving as a member of the executive board of the association.

#### Dr. Neill to Give Richard Lecture

The National Catholic Educational Association has announced the selection of DR. THOMAS P. NEILL to deliver the second annual Gabriel Richard Lecture at De Paul University during American Education Week next November. Dr. Neill is associate professor of European history at St. Louis University. Dr. Neill will lecture on "Religion and Modern Culture." The Richard Lecture is cosponsored by the NCEA and a distinguished American university each year.

(Continued on page 24A)





## *TRIP-L-SAFE* **Pioneers win national acclaim as major step in pupil transportation**

Safety-minded school officials from coast to coast have enthusiastically acclaimed Superior's new TRIP-L-SAFE Pioneer School Coaches as a major step in better pupil transportation . . . and have proved their sincerity by making them first choice over all others for their children's protection.

Three exclusive new "safety firsts"—*Super-Guard Frame*, *Safe-T-Shield Paneling*, and *Unibilt Body*—provide the greatest advancements in school bus safety since Superior introduced the first "All-Steel" coach in 1931. More length, width, and headroom . . . increased visibility all around, including the largest windshield on any school bus . . . extra comfortable seats for passenger and driver . . . pow-

erful new "Multi-Unit" heating system with positive defroster . . . these are but a few of the things you'll like about the Pioneers. Contact your Superior Distributor or use coupon to send for informative 12-page Pioneer Catalog now.

### **I would like to know more about the Pioneers**

- ☐ Please send colorful free 12-page catalog with complete information on new 1951 Superior Pioneer Custom and Master Custom models.
- ☐ Have a Superior Representative contact me to arrange for a demonstration, with the understanding there is no obligation on my part.

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FOR SAFETY FIRST LOOK TO

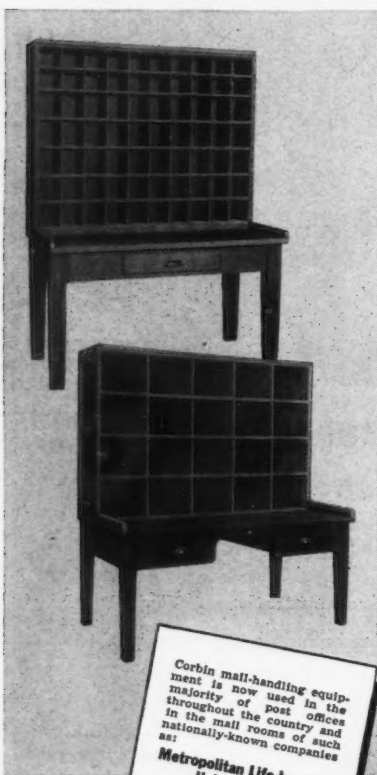
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Corbin mail-sorting tables are made of selected hardwoods. Joints are dovetailed and glued. All surfaces are smooth-sanded and lacquered. They are shipped to you knocked-down, complete with all hardware needed for easy re-assembly.



Corbin mail-handling equipment is now used in the majority of post offices throughout the country and in the mail rooms of such nationally-known companies as:  
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**Unicom Press**  
**Pepperell Mills**

Use the coupon below to send for illustrated literature and prices! You'll be surprised at how little it costs to speed-up your mail sorting with Corbin mail-sorting tables!



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Please send illustrated literature and prices on your Corbin mail-sorting tables.

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## Catholic Education News

(Continued from page 22A)

### PUBLIC SCHOOL RELATIONS

#### No Religion at University

A ban has been placed on the holding of denominational services in buildings on the campus of the University of Delaware. The ban was ordered by Dr. Ardwin J. Dolio, chairman of the university's committee on co-ordination of student affairs. University officials feel that "the holding of sectarian services is not in keeping with the nonsectarian character of a state university, and the use of its property for such worship services does not accord with the spirit of the university's charter."

#### Religion in Indiana Schools

Prof. Robert L. Liggett, director of student teaching at Canterbury College, a Protestant Episcopal institution in Indiana, has conducted a survey for use in a doctoral thesis at Indiana University. He sent out questionnaires and found that two thirds of the people answering were in favor of putting religious education in the public school curriculum. They feel that allowing church groups to offer religious education in the school building is not a misuse of school property. Prof. Liggett said that 88 per cent of his respondents believe more emphasis should be given to nondenominational training of children in ethical behavior.

#### Repeal California Tax

The California State Legislature has passed a law exempting parochial and other nonprofit schools from taxation. Los Angeles schools recently suffered hardship in trying to meet the extremely high taxes they were required to pay. The nonprofit schools save the public treasury 40 million dollars, while tax revenue from them amounted to \$600,000. California was the only state that taxed private, nonprofit school property.

#### Schools and Price Freeze

Schools and colleges may be considered as giving professional service in the near future, and in this case will be exempt from the price controls which prevent them from raising tuition and other charges. If legal opinion declares the school as rendering professional services, the price freeze will no longer apply to them.

#### Parochial Schools Save Taxpayers

The Ohio Catholic Welfare Conference, holding its yearly meeting in Cleveland recently, announced that Catholic schools in Ohio save taxpayers at least \$36,501,513 each year in operating costs alone. The figure does not include capital investments such as buildings and equipment. It covers only the minimum annual cost of operating Catholic schools, and is based on an estimated average cost throughout the state of \$189.90 for each of 192,170 pupils during the 1949-50 school year. This is considered a minimum figure because most Catholic pupils are in population centers where the cost per pupil is higher than the state average.

#### All School Scholarships

James C. O'Brian, new assistant commissioner of the U. S. Office of Education recently stated that he felt that any kind of federal scholarship aid to college students "should as a democratic principle be made available to students in all colleges. . . it's the country that ultimately benefits most from such a democratic practice."

### School Aid Bills

Congress will get many school aid bills for consideration this year. Senator James E. Murray of Montana has introduced a bill for federal aid to education which authorizes the use of federal funds to furnish bus rides for both public and nonpublic school pupils.

Rep. Graham A. Barden of North Carolina has announced that he will introduce a new bill soon. In the last session of Congress Mr. Barden introduced a bill for aid to public schools which never got out of committee.

Senators Robert A. Taft of Ohio and Lister Hill of Alabama have indicated that they too will introduce another bill as they did last year. Last year's allowed for federal aid to nonpublic schools in the form of auxiliary services such as transportation and free textbooks, but the National Education Association announced that this year the Taft-Hill bill would exclude federal aid in any form to nonpublic schools. However, Taft and Hill called the announcement "premature" and said that no definite decision concerning changes in last year's bill has been made.

### New Mexico Bus Transportation

Governor Edward L. Meechen, of New Mexico, recently signed a bill authorizing the transportation of pupils attending public and nonpublic schools in that state. The bill provides that each county may furnish transportation from general funds, not out of any funds or taxes raised for educational purposes or appropriated in aid of the state public schools to supplement the present bus transportation system for the aid and benefit of all pupils attending school in compliance with the compulsory school attendance laws of the State of New Mexico upon the same terms and in the same manner over the same routes of travel as is provided for pupils attending the state public schools.

### SCHOOL NEWS

#### School for Handicapped

A school for mentally retarded children will open in September in Rochester, N. Y. It will be a central Catholic school run by the Catholic school system there and will train the children from all the Catholic schools who cannot follow the curriculum of the regular school system. The decision to undertake the project came about as the result of many requests from parents for "a school where their children could receive all the consolations of our holy faith and at the same time the special help and instruction peculiar to the needs of these children."

#### UN Delegate Praises Catholic Teacher

Florence M. Graham a Catholic who is principal of a public school in the "Little Italy" section of Cleveland's East Side, has won the commendation of Warren R. Austin, chief U.N. delegate for the U. S., for her project inducing the children in the school to pray for peace. The children wrote their prayers in the form of letters to God. Some of the letters were sent to Mr. Austin. Most of the children are members of Holy Rosary Parish and receive instructions from the Filipino Sisters, who conduct a social service center in the neighborhood.

#### Social Regulations in Covington Diocese

The Covington (Ky.) Diocesan Board of Education has issued regulations governing social events in the schools of the diocese. According to the regulations, strapless gowns and those with plunging necklines are banned. Also forbidden are sport shirts for the boys and alcoholic beverages. Visiting night clubs after the proms and other events is frowned on, but responsibility for observance is placed on parents, who are urged

(Continued on page 26A)



# Wyandotte F-100

• washes painted—  
• and other—  
• surfaces cleaner



Wyandotte F-100\* is a cleaner for oil base painted surfaces that is easily handled and applied quickly. It does a thorough job, safely, without leaving dirt-catching deposits. F-100 is all-soluble and leaves no white film, whether rinsed or not.

Another superior Wyandotte specialized cleaner with similar qualities is Detergent. It contains a mild abrasive and is an all-round cleaner for walls, porcelain, marble and floors. Ask your Wyandotte Representative or Supplier to demonstrate these cleaners that can reduce maintenance costs for you.

\* Reg. U.S. Pat. Off.

## Wyandotte F-100

- Cleans with speed and safety
- Dissolves completely in water
- Removes and suspends all types of soil
- Dissolves grease and soot
- Rinses freely, leaves no streaks
- Is dustless and pleasant smelling
- Is easy on the hands



**THE WYANDOTTE LINE—floor and wall cleaners:** Detergent, F-100; **marble cleaner and poultice:** Detergent; **tile and porcelain cleaners:** Detergent, F-100, Paydet; **cement cleaner:** El-Bee; **floor wax:** Wyandotte Anti-Slip Wax; **germicides and sanitizers:** Steri-Chlor, Spartec—in fact, specialized products for every cleaning need.

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for Developing Reading Skills and Perception Training



And Now

# KEYSTONE gives you the READING PACER

to develop reading speed after physical and mental blocks have been eliminated and basic reading skills have been developed.

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Please send further information about the Reading Pacer to—

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## Catholic Education News

(Continued from page 24A)

to forbid such practices. Other regulations are: doors to open at 9:00 p.m. and to be closed at 9:30 p.m. No one is to be permitted to enter or leave from that time until midnight when the affair ends. Girls must be returned to their homes by 2 a.m. or earlier if the parents desire. Anyone drinking before the event will be refused admittance. Corsages may not cost more than \$3. Infractions of the rules will be dealt with individually, the board announced.

### COMING CONVENTIONS

● **June 25-28. American National Red Cross** at Commodore Hotel, New York, N. Y. Secretary: Harold W. Starr, Amer. Natl. Red Cross, 17 & D. Sts., N.W., Washington, D. C.

● **June 26-29. American Home Economics Association** at Public Auditorium, Cleveland, Ohio. Secretary: Miss Ruth Bonde, Northwestern University, Evanston, Ill.

**June 28-July 2. National Science Teachers Association** at San Francisco. Secretary: Dr. Hanor A. Webb, George Peabody College, Nashville, Tenn.

**July 1-6. National Education Association** at Palace Hotel, San Francisco, Calif. Secretary:

Willard E. Givens, 1201 16th St., N.W., Washington, D. C.

**July 8-14. American Library Association** at Stevens Hotel and The Palmer House, Chicago. For additional information write: ALA, 50 E. Huron St., Chicago.

**July 29-31. Christian Brothers' Education Association** at De La Salle College, Washington, D. C. Secretary: Bro. Dominic Augustine, F.S.C., La Salle College, Philadelphia, Pa.

**August 16-21. Diocese of Wichita, Kans. Teachers' Institute** at Sacred Heart College and Mt. Carmel Academy, Wichita. In charge: Rev. A. A. Barth, 445 N. Emporia, Wichita.

**August 20-22. National Council of Teachers of Mathematics** at St. Olaf College, Northfield, Minn.

**August 21-25. Toledo, Ohio, Diocesan Catholic Schools** meeting at Toledo. Secretary: Miss M. Farmer, 436 W. Delaware Ave., Toledo.

**August 26-28. Confraternity of Christian Doctrine** (St. Paul Province) at Winona, Minn. Chairman: Rev. Harold J. Dittman, 275 Harriet St., Winona.

**August 26-31. National Federation of Catholic College Students** at College of St. Thomas and College of St. Catherine, St. Paul, Minn. Executive Secretary: Robert J. Lanigan, 1312 Massachusetts Ave., N.W., Washington, D. C.

**August ——. The Liturgical Conference** at Loras College, Dubuque, Iowa. Secretary: Very Rev. Bede Scholz, O.S.B., Conception Abbey, Conception, Mo.

### EDUCATIONAL MEETINGS

#### C.U. Workshop

The sixth annual workshop on college education will be conducted at the Catholic University of America from June 12 to 22, it has been announced by Dr. Roy J. Deferrari workshop director. The courses will be devoted to a study of the curriculum of the Catholic college and its three major problems—distribution, integration, and concentration. Graduate and undergraduate credits will be granted those who qualify, it was announced. A faculty of nationally prominent educators has been enlisted to conduct the sessions.

#### Christian Doctrine Congress

The second annual regional Congress of the Confraternity of Christian Doctrine, was held May 18-19-20 in Springfield, Ill., under the sponsorship of His Excellency Bishop William A. O'Connor. Bishops, priests, Sisters, and laity of the archdiocese of Chicago and the five downstate dioceses of Illinois took part in the program.

#### Catholic Deaf Congress

Rev. John B. Gallagher, C.Ss.R., honorary chairman has announced the second biennial convention of the International Catholic Deaf Congress to be held July 23 to 29 in Buffalo, N. Y. Sponsored by the Buffalo Deaf Holy Name and Holy Rosary Societies, the convention will discuss the problem of encouraging Catholic education for deaf children and the responsibility of the parents of deaf children to see that their children receive this education.

#### Rural Life Conference

The 29th national convention of the National Catholic Rural Life Conference will be held in

(Continued on page 27A)



## Catholic Education News

(Continued from page 26A)

Boston from October 19 to 23, it has been announced. Present plans call for a preliminary session for diocesan directors on October 19 and general sessions during the remaining time.

### Child Care Meeting

The annual international meeting of superintendents of child caring institutions and training schools was held in New York City on March 8. Brother Charles Austin, F.S.C., purchasing agent of Manhattan College, addressed the meeting on the subject, "The Christian Brothers in the Field of Child Care in Europe." Before being appointed to his present position, Brother Austin spent some 15 years in the field of child care and guidance. He visited Europe last year and viewed the situation there.

### Regional Conference

Universities and colleges of the area sent student delegates to the Western Pennsylvania Regional Intercollegiate Conference on Government held at Seton Hill College, Greensburg, March 18. Louis L. Manderino, senior at St. Vincent's College, Latrobe, Pa., is regional director of the student group, and presided.

### Music Educators

The annual convention of the National Catholic Music Educators Association was held in Cleveland, March 26-31, in connection with the N.C.E.A. convention. The music educators' convention included workshop sessions in liturgical music, high school chorus, elementary classroom music, rhythm and folk dancing, and there were clinics in instrumental music.

### Business Educators

The third annual regional meeting of the Southern unit, Catholic Business Education association was held March 17 at Xavier University, New Orleans. Sister Mary Salvator, S.B.S., university accountant, served as program chairman. Mother Mary Agatha, S.B.S., president of Xavier, welcomed the group. Speakers included Very Rev. Msgr. Henry C. Bezou, archdiocesan superintendent of schools; Dr. Robert Smith Shea, executive secretary to the president of Xavier; and George J. McKenna, Jr., assistant professor of economics.

### Family Life Conference

The fourth annual family life conference was held at Xavier University (Cincinnati) on March 9, 10, 11. The purpose of the conference is to offer positive suggestions as to how family ties can be strengthened so that the family can achieve its primary purpose, the training of children, physically, mentally, and morally.

### Temple Reading Institute

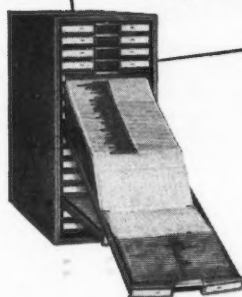
The Temple University eighth annual Reading Institute was held in Philadelphia recently. The high light of the week's program was the lecture by Pearl S. Buck on the topic "We Can Learn from China," who issued a challenge to all teachers in the school systems of America to provide a practical curriculum for children at each grade level. The university has announced that the "Prevention and Correction of Reading Difficulties" will be the theme for the next Institute program, which is scheduled for the week of January 28 to February 1, 1952.

### Natural Law Conference

The third annual Natural Law Conference was held at Loretto Heights College (Denver),

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THE FIRST NAME IN SCHOOL RECORD SYSTEMS

March 6-7. The subject of the meeting was the "Age of Positivism" and its pragmatic thinking in education, foreign policy, economics, and religion. Guest speakers included Rev. Raphael C. McCarthy, S.J., president of Regis college; Rev. Peter O'Brian, O.P., pastor of St. Dominic's Church in Denver; and Rev. Christian L. Bonnet, S.J., head of the department of philosophy at Regis College.

### RELIGIOUS ORDERS

#### Superior Visits Salesians

VERY REV. ANTHONY CANDELA, S.D.B., consultant general to the rector major at the Salesian international headquarters in Turin, Italy, is making a visitation to all Salesian personnel and foundations in the United States. Father Candela

is an expert adviser in technical and agricultural education.

#### Oblate Nuns Arrive

The first group of Oblate Sisters of St. Francis de Sales arrived in the United States recently, at the invitation of Most Rev. Edmond J. Fitzmaurice, D.D., bishop of Wilmington, Del. They have established their first convent in this country at Childs, Md. The arrival of the group of five Sisters is the result of a visit made to this country last summer by Mother Jeanne de Sales Cussac, superior general of the Oblate Sisters of St. Francis de Sales. Three of the Sisters will take over the domestic work at the Novitiate of the Oblate Fathers of St. Francis de Sales at Childs and the other two will attend

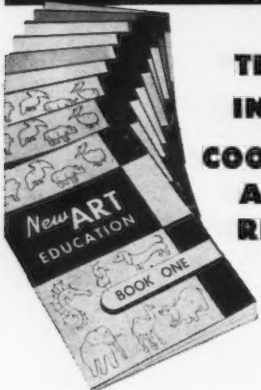
(Continued on page 28A)



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Dept. CJ-59



## Catholic Education News

(Continued from page 27A)

the Sisers College of the Catholic University of America where they will prepare themselves for future teaching in an American school.

### CONTESTS

#### Parochial Schools Win Prizes

Thirty-two pupils in New York's public and parochial schools were winners in a city-wide safety poster contest conducted by the American Museum of Safety and the Greater New York Safety Council in co-operation with the board of education of the city of New York, and the Catholic schools, New York Archdiocese. Some of the winners were from parochial schools in Westchester. The prizes were awarded, not to the individual artists, but to their classes for the purchase of art supplies. Prizes in the amounts of \$20, \$15, and \$10, with \$5 for honorable mention were awarded for the parochial schools where classes from the first through the ninth grades were entered in four contest groups.

### COLLEGES AND UNIVERSITIES

#### Loyola Graduate Division

A graduate division of the department of education has been opened by Loyola University in New Orleans. The new division, headed by Rev. James F. Whelan, will offer a master's degree in education. Four courses of study are listed: philosophy of education, history of the theories of education, the methodology of educational research, and statistics in education.

#### DePaul Still Accredited

DePaul University in Chicago will continue on the accredited list of the N.C.A. for another two years and then another survey will be made to see that all standards are met. Recently recommendations were made that DePaul be dropped from the accredited list because of insufficient library space, inadequate financial reserves, the preparation of teachers, and a high student-teacher ratio. A survey conducted last fall indicated that progress has been made in remedying conditions and a final survey in 1952 will determine the university's standing.

#### Stonehill Admits Women

Women students will be admitted to Stonehill College, North Easton, Mass., next September for the first time. Coeds will be able to enroll as candidates for degrees in arts, sciences, and business administration. The college will graduate its first class in 1952. It was founded by the Congregation of the Holy Cross in 1948.

#### Drop Football

Georgetown University has announced that it has dropped intercollegiate football. The president of Georgetown Very Rev. Hunter Guthrie, S.J., said: "It is our considered judgment that our financial resources can be more wisely expended in enlarging student participation in other athletic activities than in devoting such a major proportion to football." He also said that the game was "so often played in other cities and hence limited in value to a small percentage of the student body."

#### Preinduction Talks

Xavier University of Cincinnati has scheduled a series of preinduction talks for draft-age students. Dean Paul L. O'Connor, S.J., former navy

(Concluded on page 30A)

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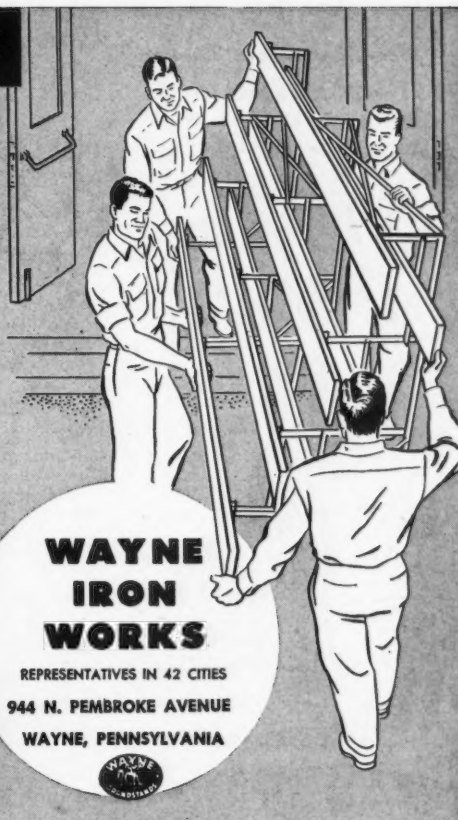
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## Catholic Education News

(Concluded from page 28A)

chaplain, is in charge of the program. Topics of the lectures include: "Your Service as a Missionary Enterprise," "Should You Get Married Before or During Service," "Sex Problems in the Service," "Background for Your Participation in the War," "Officer Candidate School," and "Continue Your Education in the Service." A special feature of the series will be a lecture devoted to "Will You Save Your Money or Gamble it Away," in which an Xavier student who has studied closely methods of cheating in gambling will demonstrate the use of loaded dice and marked cards.

### Tuition Increases

Catholic University of America and George Washington University have announced tuition increases. In announcing the fee schedule for next year, Cloyd H. Marvin, president of George Washington, said the increase was made "with great reluctance" but was necessary to maintain "high academic standards."

### NFCCS at Marycrest

The spring congress of the Iowa Region of the National Federation of Catholic College Students was held at Marycrest college, Davenport, Iowa, on April 28-29. Dr. John J. Martin, Davenport, was the guest speaker. The theme of the meeting, "The Student in Parish Life," was carried out by workshop groups discussing how the student can prepare for parish life and contribute to parish life while still a student. Five regional colleges took part; Clarke College, Dubuque, St. Ambrose College, Davenport, Mount Mercy College, Cedar Rapids, Ottumwa Heights College, Ottumwa, and Loras College, Dubuque. The Newman Clubs of Iowa were also invited.

### Marian Congress

More than 900 students and faculty members representing more than 20 Catholic colleges in the east attended the fourth annual student Marian Congress in New York recently. Sponsored by the College of St. Rose, Albany, N. Y., it was held at Manhattanville College in New York City to provide a more central location. His Holiness Pope Pius XII cabled his special apostolic blessing to the congress. Marian Societies throughout the United States co-operated by sending exhibits and free Marian literature.

### Santa Clara Centennial

Leading U. S. social scientists had an academic conference at Santa Clara University (Calif.) on March 7-9 when the university celebrated its centennial. Subjects discussed were philosophy, social sciences, labor and management, constitutional rights, and the family and human destiny.

### NFCCS Regional

The Pittsburgh regional congress of the National Federation of Catholic College Students was held March 10 at Duquesne University. The general theme of the meeting was "The Role of the Catholic College Graduate in the Parish."

### Russian at U. of Dayton

The University of Dayton is organizing an institute for the study of the Russian language and culture. At the present time a tentative curriculum has been developed which is designed to offer interested students not only a working knowledge of the Russian language but a background in all phases of Russian culture and civilization.

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## NEW SUPPLIES AND EQUIPMENT

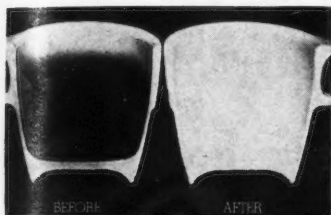
### Curtain Track

Automatic Devices Company has announced the marketing of a new curtain track which has been added to its line of stage equipment. The new track, known as the Steelite Cyclorama, is a curved track designed specifically for stage installations where versatile settings are desired. Steelite Cyclorama is shaped as a slotted tube and is fully enclosed except for the slot in the bottom. It can be furnished to any degree curve up to 90 degrees and with a 12-in. radius.

Complete information in the form of a circular and assembly drawing is available from the manufacturer and will be furnished upon request to Automatic Devices Co., 116 N. 8th St., Allentown, Pa.

### Stain Remover for Dishes

Wyandotte Chemicals Corporation is now marketing a new machine dishwashing stain removing compound called Salute which in field tests has gone far in eliminating this costly problem — as



Effects of an over-night soaking of a stained coffee cup in a 5% solution of Wyandotte "Salute."

shown in the unretouched photo. The new product in normal dishwashing operations prevents the formation of stains on plastic, china, or glass, when used at concentrations of  $\frac{1}{4}$  of 1 per cent, destains badly soiled pieces in a few hours when used at 5 per cent, and with no special equipment. Regular users of the new product have needed to destain only once.

A stained plastic coffee cup was cut in half. The section marked "before" is typical of stained plastic and china which have heretofore been discarded or have required periodic hand dipping to destain. The other half of this plastic cup marked "after" shows the result of an overnight soak in a 5 per cent solution of Wyandotte Salute.

### 25-Inch Globe

The Weber Costello Company has added the "Aristocrat" to its selection of globes. The Aristocrat is a 25-in. world globe set in brass and polished walnut. It has nearly five times the surface area of a 12 in.-globe. For information write to the Weber Costello Co., Chicago Heights, Ill.

### Catholic U. Filing

The Registrar's Office at the Catholic University of America has been remodeled and the filing department is now using the Remington Rand system of Aristocrat files and alphabetical sorting trays to simplify the work of keeping all records and papers for thousands of students in order.

(Continued from page 32A)

## 3 TECHNIQUES FROM JUST ONE PRODUCT... *Flexola*



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NEW YORK 1, N. Y.

## New Supplies

(Continued from page 31A)

### Calculating Machine

A new calculating machine with automatic printed multiplication, division, addition, and subtraction has been announced by Underwood Corporation. The new Underwood Sundstrand Printing Calculator features a simple ten-key keyboard for touch operation. Among the advantages of this new printing calculator, according to consumer tests conducted by the manufacturer,



The new Underwood "Sundstrand" Printing Calculator.

are simplicity of operation, printed proof of computations, and low cost of a general purpose computing machine. Features include automatic credit balance, two-color printing, automatic multiplier count, automatic division, decimal indication and printing, constant factor control, standard printing and spacing, single key depression, automatic totals, and zero space key for rapid indexing. The decimal point printing and location gives detailed and comprehensive figures often necessary to completely analyze a mathematical transaction.

The Underwood Sundstrand Printing Calculator styled to harmonize with the modern office is available at the company's offices and sales agencies throughout the world.

### Comptometer Desk

A specially designed comptometer desk with recessed area for comptometer or adding machine has just been placed on the market by Crown



Comptometer Desk No. 207 for classroom or office.

Institutional Equipment Co., Chicago. The desk is designed for use in both classrooms and payroll offices of business and industry. It is available in three finishes and several sizes.

For information write to Crown Institutional Equipment Co., 218 Wabash Ave., Chicago 4, Ill.

(Continued on page 34A)



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## SCHOOL PLAY ENDS IN TRAGEDY AS CURTAIN CRASHES ON CAST

That headline haunts many an educator whose work includes guiding school dramatic activities. And well it might, for it is unfortunately true that much of the curtain carrying equipment still in use in schools has long since passed its safety peak.

For safety's sake, replacement of old, worn equipment is an immediate need, because the accidents that "never happen," happen every day.

Replacement of such equipment must be wisely planned, not only from a safety standpoint, but from a performance standpoint, too.

Be sure the replacement equipment you buy measures up to the highest standards — both safety-wise and performance-wise. Send your stage measurements and specifications to Vallen, Inc., for free, no-obligation engineering safety and performance recommendations.

35 years of experience fitting curtain controls and tracks to specific needs stands behind every Vallen recommendation. Write . . . VALLEN, INC., Akron 4, Ohio.

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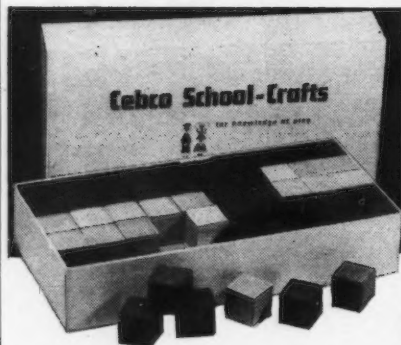
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## New Supplies

(Continued on page 32A)

### Playground Equipment

The Burke Company is now making four new units of playground equipment which may be used either indoors or outdoors.

The Burke merry-go-round is 6 ft. in diameter, with a wooden platform in bright colors and steel and iron construction. It may be moved from one location to another.

A swing with a hobby horse seat is recommended for orthopedic schools in addition to regular schools. Pulling with the hands and pushing with the feet starts the horse in motion and uses many muscles. It can be operated by handicapped children, and can be installed permanently or moved at will.

Gate swinging, one of childhood's many pleasures can be enjoyed right in the classroom with Burke's new swinggate. It consists of a gate with a foot board for riding, attached to a heavy iron pipe. The pipe is set in a flat iron base which may be moved around or screwed to the floor for a permanent installment.

Burke also has a portable turning bar designed especially for use in nursery school or kindergarten.

For more information write to *The J. E. Burke Co., Van Dyne Road, Fond du Lac, Wis.*

### New RCA School Sound Installation

The Bishop Timon High School, of Buffalo, N. Y., has recently installed a medium sized program consolette permitting dual programming of radio and recorded programs as well as special



*The RCA Program Consolette at the Bishop Timon High School, Buffalo, N. Y.*

announcements to loud-speakers in approximately 50 school areas. The installation permits room initiation of talk back by signal lights on the console. The equipment including intercom and microphone shown in the photo are all made by the Radio Corporation of America and were installed by the FM Sound Corporation, of Buffalo, N. Y.

### Fenestra Catalog

"Fenestra Steel and Aluminum Building Panels" is the title of a new 1951 Detroit Steel Products Company catalog containing data for architects, engineers, contractors, school boards, owners, and others who are interested in better and more economical construction of schools, hospitals, residences, industrial and commercial buildings. The catalog provides detailed panel selection tables as a guide to choice of the most economical Fenestra panel for a given span and given load.

The catalog may be obtained by writing to *Detroit Steel Products Co., 3293 Griffin St., Detroit 11, Mich.*

(Concluded on page 36A)

for children  
of all ages

## "RAINBOW GOLD"

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(Concluded from page 34A)

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(Concluded from page 16A)

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### The Kingdom of Promise

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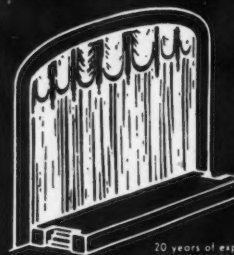
### Municipal and Other Local Governments

By Marguerite J. Fischer and Donald G. Bishop. Cloth, 664 pp., \$4.75. Prentice-Hall, Inc., New York 11, N. Y.

This is a carefully written and comprehensive exposition of the political and constitutional principles underlying local city, village, and county government. The emphasis is on cities with especial regard for the larger cities. In order to meet all situations, the authors do not always distinguish as between functions which belong to the county and those which belong to the city.

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| Code No.                                  | Page No.    | Code No.                                 | Page No.  |
|---|-------------|--|-----------|
| 60 All American Suppliers.....            | 6A 7A & 32A | 635 Kewaunee Mfg. Company.....           | 11A       |
| 61 American Crayon Company.....           | 28A         | 636 Keystone View Company.....           | 26A       |
| 62 American Optical Co.....               | 14A         | 637 Long's College Book Co.....          | 36A       |
| 63 American Seating Company.....          | 38A         | 638 Mentzer, Bush & Company.....         | 2A        |
| 64 Art Craft Theatre Equip. Co.....       | 36A         | 639 Minneapolis-Honeywell Regulator Co.  | 4th cover |
| 65 Automatic Devices Co.....              | 35A         | 640 Montgomery Manufacturing Company.    | 29A       |
| 66 Balfour Company, L. G.....             | 37A         | 641 Moore Company, E. R.....             | 35A       |
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| 612 | 613 | 614 | 615 | 616 | 617 | 618 | 619 | 620 | 621 | 622 | 623 |
| 624 | 625 | 626 | 627 | 628 | 629 | 630 | 631 | 632 | 633 | 634 | 635 |
| 636 | 637 | 638 | 639 | 640 | 641 | 642 | 643 | 644 | 645 | 646 | 647 |
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